DOCUMENT RESUME

ED 131 331 CE 009 055

AUTHOR	Stewart, Ida Santos; Stone, Norma K.
TITLE	The Identification of Texas Anglo, Black and Chicano Child Rearing Practices in Relation to Child Care Career Competencies.
INSTITUTION	Houston Univ., Tex.; Texas Education Agency, Austin. Div. of Occupational Research and Development.
REPORT NO	VT-103-387
PUB DATE	76
NOTE	296p.; Sixteen pages of the document contain tabular materials that may not reproduce well in hard copy or microfiche
EDRS PRICE	MF-$0.83 HC-$15.39 Plus Postage.
DESCRIPTORS	Anglo Americans; *Attendant Training; *Child Care Centers; *Child Care Workers; *Child Rearing; Comparative Analysis; Cultural Differences; *Cultural Factors; Day Care Services; Early Childhood; Mexican Americans; Negroes; *Parent Attitudes; Professional Personnel; Questionnaires; Surveys
IDENTIFIERS	Texas

ABSTRACT

Cultural factors in child rearing and child care center practices which may influence training for child care personnel in Texas were surveyed to: (1) identify Anglo, Black, and Chicano child rearing practices, (2) identify child care center practices, (3) compare regional practices in relation to culture, and (4) identify the relation of cultural factors to vocational training for child care personnel. Questionnaires were administered to representative samples of parents, child care practitioners, and professionals in six geographic regions of Texas. A computer program was used to examine relationships and determine significances. Responses are presented in narrative and tabular form. Discussion is organized around response data on family relationships, discipline, feeding-eating practices, sleeping behaviors, toilet-training, verbal interactions, child care center attributes, and parent-center relationships. It was concluded that there are few major cultural differences in Anglo, Black, and Chicano child-rearing practices and child care center practices, and that cultural factors may not be as important to vocational training of child care personnel as had been thought. The instruments used in the study are appended. (MF)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED131331

THE IDENTIFICATION OF TEXAS ANGLO, BLACK AND CHICANO CHILD REARING AND CHILD CARE PRACTICES IN RELATION TO CHILD CARE CAREER COMPETENCIES

By
Ida Santos Stewart
and
Norma K. Stone

Division of Occupational Research and Development
Texas Education Agency
201 East Eleventh Street
Austin, Texas 78701

and

University of Houston
Houston, Texas 77004

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

1976

CE 009 055

VT 103 337

PREFACE

Day care is an idea whose time has come. Information is available on day care programs: types, funding, operations, staffing, programming and training of personnel. Despite much discussion, however, little is known about cultural factors in both child rearing and child care center practices which may influence training of child care personnel.

This report is concerned with the attitudes and practices of both parents and day care center personnel as well as the opinions of early childhood professionals and with their relationship to child care career competencies. Anglo, Black and Chicano parents with children in Texas licensed day care centers were asked to describe their child-rearing practices and expectations of day care services. Day care personnel, in turn, described center child care practices and professionals provided opinions on appropriate child care center practices. It is hoped that the conclusions of the report provide the needed direction and rationale for the development of training programs specially designed to include cross-cultural competencies and tested for their effectiveness.

We wish to express our gratitude to all those parents, day care personnel and early childhood professionals who with sincerity and enthusiasm participated in the study. In addition, special thanks is due Ms. Mary Pastor as the project secretary, who assisted in thousands of ways, big and small. The project could not have taken place without the support of Mr. Joe Godsey of the Division of Post Secondary Occupational Education and Technology, Texas Education Agency, Mr. Ray Barber of the Division of Occupational Research and Development, Texas Education Agency and Ms. Caroline Carroll of the Early Childhood Development Division, Texas Department of Community Affairs. Finally, we gratefully acknowledge the invaluable assistance and counsel of Mr. Oscar Millican, Program Director of the Division of Occupational Research and Development, Texas Education Agency.

Ida Santos Stewart
Norma K. Stone
June, 1976

TECHNICAL NOTE

As the report was written, it was our intention to publish in an appendix a full set of research instruments and the full set of tables of responses to all questions. Due to budgetary restrictions, this became impossible to do, but the references to the tables remain in the text. Should any reader wish to explore one or more of the tables, please request copies from Division of Occupational Research and Development, Texas Education Agency, 201 East Eleventh Street, Austin, Texas 78701.

TABLE OF CONTENTS

Preface ii

List of Figures v

Chapter Page

I. Introduction 1

- A. Child Care Needs in Texas 2
- B. New Child Care Centers 3
- C. Culture and Child Rearing Practices 4

II. Research Design 5

- A. Objectives 5
- B. Methodology 5
  - 1. Instrument Preparation and Translation . . . 5
  - 2. Pilot Study 6
  - 3. Training of Research Assistants 7
  - 4. The Sample 7
    - Parents 10
    - Practitioners 14
    - Professionals 16
  - 5. Administration of the Study 18

III. Results 19

- A. Family Relationships 19
- B. Discipline 22
- C. Feeding-eating Practices 40
- D. Sleeping Behaviors 58
- E. Toilet-training 59
- F. Verbal Interactions 80
- G. Child Care Center 84
- H. Parent-Center Relationships 141
- I. Other Results 156

IV. Conclusions 159

- A. Cultural Differences in Child Rearing Practices in Texas 159
  - 1. Family Relations 159
  - 2. Discipline 159
  - 3. Feeding-eating Practices 161
  - 4. Sleeping Behaviors 161
  - 5. Toilet-training 161
  - 6. Verbal Interactions 163

Chapter

7. Child Care Center 163
8. Parent-Center Relationships 166

B. Child Care Center Practices in Texas 168

1. Discipline 168
2. Feeding-eating Practices 169
3. Sleeping Behaviors 171
4. Toilet-training 171
5. Child Care Center 171
6. Parent-Center Relationships 172

V. Implications of Cultural Factors on the Vocational Training of Child Care Personnel 175

1. Discipline 175
2. Feeding-eating Practices 178
3. Sleeping Behaviors 180
4. Toilet-training 180
5. Child Care Center 182
6. Parent-Center Relationships 188

VI. Appendices 191

A. Sample Biographical Instrument 192
B. Interview Instruments 199

1. Parent 200

English 200
Spanish 211

2. Practitioner 222
3. Professional 232

LIST OF FIGURES

Figures Page

1. Ethnic Composition of Center 8

2. Number, Location and Profit Status of Centers 8

3. Geographical Distribution of Sample 10

4. Ethnic Composition of Sample............................ 10

5. Crosstabulation of Parents' Education and Income........ 12

6. Job Categories of Practitioner Sample................... 15

7. Educational Background of Professional Sample........... 17

8A. Crosstabulation of Parent Responses to "Does Your Husband or Another Man Help You With Your Child................. 20

8B. Crosstabulation of Parent Responses to"Who Makes Your Child Behave Most of the Time?" and Ethnicity........... 21

9. Crosstabulation of Parent Responses to "How Should the Center Staff Make Your Child Behave?" and Ethnicity..... 24

10. Crosstabulation of Practitioner Responses to "If a Child Does Something That You Don't Like, What Do You Do?" and Ethnicity.. 27

11. Crosstabulation of Parent Responses to "If Your/A Child Does Something that Pleases You, What Do You Do?" and Ethnicity 31

12. Crosstabulation of Practitioner Responses to "If a Child Does Something That Pleases You, What Do You Do?" and Ethnicity 32

13. Comparison of Responses of Three Sample Groups to "If Your/A Child Does Something That Pleases You, What Do You Do?" 34

14. Crosstabulation of Parent Responses to "What Do You Consider Bad Behavior in Your Child?" and Ethnicity 36

15. Comparison of Responses of Three Sample Groups to "What Do You Consider Bad Behavior in a Child?" 37

16A. Crosstabulation of Practitioner Responses to "What Do You Consider Bad Behavior in a Child in a Center?" and Ethnicity 38

16B. Crosstabulation of Parent Responses to "How Did You Feed Your Child When S/He was a Baby? and Ethnicity 41

Figures Page

17A. Crosstabulation of Parent Responses to "How Did You Feed Your Child When S/He was a Baby?" and Region 42

17B. Crosstabulation of Parent Responses to "How Was The Bottle Fed to Your Child?" and Ethnicity 43

18A. Crosstabulation of Parent Responses to "How Was the Bottle Fed to Your Child?" and Region 45

18B. Comparison of Responses of Three Sample Groups to Question on Feeding Schedule for Babies 47

19A. Crosstabulation of Practitioner Responses to "What Kind of Feeding Schedule Do You Have for Babies?" and Region ... 48

19B. Crosstabulation of Practitioner Responses to "Is Food Used to Reward Children at Mealtimes or other Times?" and Region 50

20A. Crosstabulation of Practitioners Responses to "Is Deprival of Food Used as Punishment?" and Region 52

20B. Crosstabulation of Parent Responses to "Does Your Child Like Soul Food?" and Region 55

21A. Comparison of Responses of Three Sample Groups to Question on Children's Participation in Naptime 56

21B. Crosstabulation of Parent Responses to "Do you Require Your Child to Take Afternoon Naps or to Rest?" and Practitioner Responses to "Do All Children Participate In Naptime?" and Region 57

22. Crosstabulation of Practitioner Responses to "How Do You Handle Toilet-Training in the Center?" and Ethnicity ... 60

23. Comparison of Responses of Practitioners and Professionals to "How Do You Handle Toilet Accidents?" 63

24. Crosstabulation of Practitioner Responses to "How Do You Handle Toilet Accidents?" and Ethnicity 64

25. Comparison of Responses of Three Sample Groups to Question on Age to Begin Toilet-Training 66

26. Crosstabulation of Parent Responses to "How Old Should a Child Be When You Begin Toilet-Training?" (in Months) and Ethnicity 67

27. Crosstabulation of Practitioner Responses to "How Old Are Children When You Start Toilet-Training?" and Ethnicity. 68

28. Crosstabulation of Practitioner Responses to "How Old Are Children When You Start Toilet-Training?" and Level of Education 70

Figures Page

29. Crosstabulation of Parent Responses to "How Old Was Your Child When Completely Toilet-Trained?" and Ethnicity ... 73

30. Crosstabulation of Parent Responses to "In Your Home Would You Allow Little Boys and Girls to use the Bathroom at the Same Time?" and Ethnicity 75

31. Crosstabulation of Professional Responses to "Should Boys and Girls Use the Bathroom at the Same Time in a Center?" and Education Specialization 77

32. Crosstabulation of Parent Responses to "In Your Home Would You Allow Little Boys and Girls Use the Bathroom at the Same Time?" and Practitioner Responses to "Do Boys and Girls Use the Bathroom Together?" and Region 78

33. Crosstabulation of Parent Responses to "What Language Do You Use With Your Child?" and Ethnicity 79

34. Crosstabulation of Parent Responses to "What Other Language is Spoken to the Child by Anyone?" and Ethnicity 81

35. Crosstabulation of Parent Responses to "What is the Most Important Characteristic for the Center Staff to Have?" and Ethnicity 83

36. Crosstabulation of Ethnicity and Job Title for Practitioners Responding "Trained/Experienced to Teach Children" to "Of the Following, What is the Most Important Characteristic For Staff Members? 86

37. Crosstabulation of Ethnicity and Job Title for Practitioners Responding "Have Warm, Loving Personality" to "Of the Following, What is the Most Important Characteristic for Staff Members?".............................. 85

38. Crosstabulation of Professional Responses to "Which of the Following Characteristic is the Most Important for Teachers?" and Area of Specialization 87

39. Comparison of Responses of Three Sample Groups to Question: "What is the Most Important Characteristic for the Center Staff to Have?" 88

40. Crosstabulation of Parent and Practitioner Responses to "What is the Most Important Characteristic for the Center Staff Members to Have?" and Region 90

41. Crosstabultion of Parent Responses to "What is the Most Important Thing the Center Should Do Fo Your Child?" and Ethnicity 91

42. Comparison of Responses of Three Sample Groups to Question: "What are Three Most Important Things a Center Should Do For Children?" 93

Figures Page

43. Crosstabulation of Parent Responses to "What is the Most Important Thing the Center Should Do for Your Child?" and Practitioner Responses to "What are The Three Most Important Things a Center Should Do for Children?" and Region 95

44. Crosstabulation of Parent REsponses to "What is the Most Important Thing the Center Should Teach Your Child?" and Ethnicity 96

45. Crosstabultion of Practitioner Responses to "Of the Following,"What is Most Important for Children to Learn At Your Center?" and Ethnicity 98

46. Crosstabulation of Practitioner Responses to "Of the Following,"What is Most Important for Children to Learn at Your Center?" and Ethnicity of Children in Center ... 99

47. Comparison of Parent Responses to "What is the Most Important Thing the Center Should Teach Your Child?" and Practitioner and Professional Responses to "Of the Following, What is Most Important for Children to Learn at a Child Care Center?" 102

48. Crosstabulation of Parent Responses to "What is the Most Important Thing the Center Should Teach Your Child?" and Region 103

49. Crosstabulation of Parent Responses to "What is the Most Important Kind of Activity the Center Should Offer Your Child?" and Ethnicity 105

50. Crosstabulation of Practitioner Responses to "Of the Following,"What is the Most Important Kind of Activity You Provide for Children?" and Ethnicity 106

51A. Comparison of Responses of Three Sample Groups to "What is the Most Important Kind of Activity the Center Should Offer Your Child?" 108

51B. Crosstabulation of Parent and Practitioner Responses to "What is the Most Important Kind of Activity the Center Should Offer Your Child?" and Region 109

52. Crosstabulation of Parent Responses to "Should the Center Teach about United States History, Holidays, Leaders, Food, etc.?" and Ethnicity 111

53. Crosstabulation of Parent Responses to "Should the Center teach about Black History, Holidays, Leaders, Food, etc.?" and ethnicity 112

Figures Page

54. Crosstabulation of Parent Responses to "Does Your Center Actually Teach about Black History, Holidays, Leaders, Food, etc.?" and Ethnicity 112

55. Crosstabulation of Parent Responses to "Should the Center teach about Chicano History, Holidays, Leaders, Food, etc.?" and Ethnicity 114

56. Crosstabulation of Parent Responses to "Does Your Center Actually Teach about Chicano History, Holidays, Leaders, Food, etc.?" and ethnicity 114

57. Graph of Percentage of Parents Responding "Yes" to Three Questions: (1) "Should the Center Teach about U.S., (2) Black, (3) Chicano History, Holidays, Leaders, Food, etc.?" according to Ethnicity and Length of Time Child Has Been in Center 115

58. Comparison of Responses of Three Sample Groups to "Should Centers Teach About United States History, Holidays, Leaders, Food, etc.? 118

59. Comparison of Responses of Three Sample Groups to "Should Centers Teach about Black History, Holidays, Leaders, Food, etc.?" 119

60. Comparison of Responses of Three Sample Groups to "Does the Center Teach about Black History, Holidays, Leaders, Food, etc.?" 119

61. Comparison of Responses of Three Sample Groups to "Should Centers Teach ABout Chicano History, Holidays, Leaders, Food, etc.?" 120

62. Comparison of Responses of Three Sample Groups to "Does the Center Teach about Chicano History, Holidays, Leaders, Food, etc.?" 120

63. Crosstabulation of Parent and Practitioner Responses to "Should the Center Teach about" and "Does the Center Teach about Black History, Holidays, Leaders, Food, etc.?" and Region 122

64A. Crosstabulation of Parent and Practitioner Responses to "Should the Center Teach about Chicano History, Holidays, Leaders, Food, etc.?" and "Does the Center Teach about Chicano History, Holidays, Leaders, Food, etc.?" and Region.................................. 123

64B. Crosstabulation of Parent and Practitioner Responses to "Does the Center Teach About Chicano History, Holidays, Leaders, Food, etc.?" and Region 125

Figures Page

65. Crosstabulation of Parent Responses to "If a Child Comes to the Center Speaking Only Spanish, How Should the Teacher Talk With Her/Him When S/He First Comes?" and Ethnicity 126

66. Crosstabulation of Ethnicity and Length of Time Child Has Been in Center for Parents Responding "Speak in English and Spanish" to "If the Child Comes to the Center Speaking Only Spanish, How Should the Teacher Talk With Her/Him When S/He First Comes?" 128

67. Crosstabulation of Parent Responses to "How Should the Teacher Talk With the Spanish Speaking Child After S/He Has Been at the Center for Sometime? and ethnicity 130

68. Crosstabulation of Practitioner Responses to "If a Child Comes to the Center Speaking Only Spanish, How Should The Teacher Talk With Her/Him When S/He First Comes?" and Ethnicity 131

69. Crosstabulation of Practitioner Response to "How Should the Teacher Talk With the Spanish-Speaking Child After S/He Has Been at the Center for Some Time?" and Ethnicity 131

70. Crosstabulation of Professional Responses to "If a Child Comes to the Center Speaking only Spanish, How Should the Teacher Talk With Her/Him When S/he First Comes?" and Job Setting 133

71. Crosstabulation of Professional Responses to "How Should the Teacher Talk With the Spanish-Speaking Child After S/He Has Been at the Center for Some Time?" and Job Setting 134

72. Comparison of Responses of Three Sample Groups to "If a Child Comes to the Center Speaking Only Spanish, How Should the Teacher Talk With Her/Him When S/He First Comes?" and "How Should the Teacher Talk With the Spanish Speaking Child After S/He Has Been at the Center for Some Time?" 135

73. Crosstabulation of Parent and Practitioner Responses to "If a Child Comes to the Center Speaking Only Spanish, How Should the Teacher Talk With Her/Him When S/He First Comes?" and Region 137

74. Crosstabulation of Parent and Practitioner Responses to "How Should the Teacher Talk With the Spanish-Speaking Child After S/He Has Been at the Center for Some Time?" and Region 138

75. Crosstabulation of Parent Responses to "What Do you Do at or for the Center?" and Ethnicity 140

Figures Page

76. Crosstabulation of Practitioner Responses to "How Are Parents Involved in the Center?" and Ethnicity 142

77. Comparison of Responses of Three Sample Groups to Question about Parent Involvement in the Center 144

78. Crosstabulation of Parent Responses to "What Should the Parent's Relationship Be With the Center?" and Ethnicity. 148

79. Crosstabulation of Practitioner Responses to "What is the Relationship of Parents to Your Center?" and Ethnicity 150

80. Crosstabulation of Professional Responses to "What Should Parents' Relationship Be With the Center?" and Area of Specialization 151

81. Comparison of Responses of Three Sample Groups to Question about Parents" Relationship to the Center 152

82. Crosstabulation of Parent Responses to "What Should the Parent's Relationship Be With the Center?" and Practitioner Responses to "What is the Relationship of Parents to Your Center?" and Region 154

THE IDENTIFICATION OF TEXAS ANGLO, BLACK AND CHICANO CHILD REARING AND CHILD CARE PRACTICES IN RELATION TO CHILD CARE CAREER COMPETENCIES

INTRODUCTION

The number of preschool children in day care centers is expected to continue to increase significantly in Texas, as is true throughout the nation. In response to this challenge, the supply of competent staff for such early childhood programs must increase accordingly if the quality of child care services is to be enhanced. A review of the literature indicates a paucity of data in regard to the number of personnel required to assure quality care, the cultural factors which should influence their training, and job descriptions which specify the competencies needed to function in the various roles.

It is apparent that some of the major problems in day care revolve around the recruitment and educational training of competent, culturally-sensitive child care workers. Current estimates indicate that each year in the United States, approximately 850,000 young people drop out of high school, another 750,000 complete high school lacking either marketable job skills or the background for higher education, and an additional 850,000 drop out or fail out of college annually. These 2.5 million people represent a valuable human resource, available to the labor force through training for new careers. Day care, which offers a variety of positions for which vocational education is particularly suitable and necessary, encompasses such new careers.

Child Care Needs in Texas

The field of child care promises new employment opportunities. Current projections by the U.S. Department of Labor indicate that by 1980 at least 5.3 million mothers with children under five will have joined the labor force in the United States. The 1970 census reported that in Texas there were 267,583 working women sixteen years or older with 420,000 children under six. The 1973 Statewide Household Survey of Families With Children Under Six, conducted by the Office of Early Childhood Development in Texas, reported a 20% increase in such households from 1970 to 1973. It can be predicted that if the rate of increase remains constant, by 1980 there will be approximately 800,000 preschool children in Texas in need of day care. Texas regulations on child care require a staff/child ratio of 1:4 for children from 0 to 1 year old, 1:6 for children 1+ to 2 years of age, 1:8 for children 2+ to 3 years of age, 1:13 for children 3+ to 4 years of age, and 1:17 for children 4+ to 5 years of age. Thus, the current number of day care personnel must be greatly increased if the needs of preschool children are to be met.

At present the response to the question of publicly-supported day care is preponderantly affirmative. Factors supporting the extension of day care services are: (1) the early years are the formative and crucial years with respect to children's cognitive and affective growth, requiring a well-planned environment (Hunt, 1961; Biber, 1964); (2) with family life in a technological society increasingly fragmented, institutions such as day care centers should be strengthened in order that parents can find new models of understanding and communication (Bronfenbrenner, 1970); and (3) many children growing up in conditions of developmental deprivation need supplemental healthy life environments (Joint Commission on Mental Health of Children, 1969). In sum, there appears to be general agreement on the need for comprehensive day care to be staffed by well-qualified people.

The identification of culturally critical behaviors is essential in order to provide the conceptual framework for the development of a new career education model. This model would provide guidelines for training center personnel to enable them to create an environment which is appropriate for the uniqueness of their particular children. In order to ascertain the relationship of Anglo, Black and Chicano child rearing and child care practices to new child care careers in Texas, the following research questions were posed:

(1) Are there, in fact, cultural differences reflected in child rearing practices in Texas?

(2) What are the dimensions of these cultural differences?

(3) Are these dimensions contingent on specific factors?

(4) Are there differences in how parents, center personnel, early childhood professionals view appropriate center child care practices?

New Child Care Careers

In order for quality day care to become readily available to young children, the need for skilled personnel with specialized training must be recognized. Current regulations pertaining to personnel are usually cursory and arbitrary, essentially dealing with age and physical health, except those for the position of director, which usually include a minimal formal training and/or experience criteria. In Texas, qualifications for day care center directors include a minimum age of 18, a high school diploma or its equivalent, and some experience in group child care. Staff members must be 18 years of age or older and mentally, physically and emotionally able to assume assigned responsibilities in addition to demonstrating child care competence.

Early childhood programs and especially day care have been expanding so rapidly that it has necessitated a new look at the problem of personnel requirements since existing professional training programs could not be expected to provide the number needed at an affordable cost. In the process it has become increasingly apparent that additional research is needed to identify ethnic, cultural and social class needs and concerns in order to develop role definitions appropriate to a variety of child care settings.

Culture and Child Rearing Practices

For ease of communication, the terms Anglo, Black and Chicano are used in place of Anglo American, Black American and Mexican American. Anglo, Black and Chicano are terms which serve psychologically to mark self-identification. In Texas, Chicano specifically refers to those who are of Mexican descent and may be Spanish-speaking.

The first interface that many Black and Chicano children have with the dominant society is the day care center. Center personnel very often is not representative of Black and/or Chicano culture. Therefore, the identification of culturally critical behaviors is essential in order to provide the conceptual framework for training center personnel to provide environments appropriate for the center's particular children.

CHAPTER II

RESEARCH DESIGN

Objectives

In order to ensure the identification of cultural factors in both child rearing and child care center practices which may influence training for child care personnel, the following objectives were defined:

(1) To identify Anglo, Black and Chicano child rearing practices

(2) To identify child care center practices

(3) To compare regional Anglo, Black and Chicano child rearing and center child care practices in relation to culture

(4) To identify the relationship of cultural factors to vocational training for child care personnel

Methodology

The methodology encompassed five elements. The initial activity involved the development by the investigators of three questionnaires to be administered to a representative sample of Anglo, Black and Chicano parents, child care practitioners and professionals in six geographic regions of Texas. The computer program, Statistical Package for the Social Sciences, was selected to analyze the data.

Instrument preparation and translation. The two investigators developed three instruments, one each for the parents, practitioners and professionals (Appendix A). A Spanish translation of the parent questionnaire was prepared for use with those parents whose dominant language was Spanish. The translation of the instrument from English to Chicano Spanish followed Werner and Campbell's methodology of decentering (1971). There is no correct translation of a sentence into another language; however, in a decentered translation there are near-equivalent sentences.

Two Chicanos were employed to translate the parent questionnaire from English into Spanish. One Chicano translated the first half of the instrument into Chicano Spanish, and the second Chicano translated the second half. These were written translations. This accomplished, each then took the translated version of the other, translating it back into English. Where the back-translation was not identical, a three-way conference with the two Chicano translators and the project director about each of the items in question achieved a consensus in regard to an acceptable translation (Appendix A).

Pilot study. The second element was the pilot study, conducted in Houston, to establish the efficacy of the instruments and procedures to be used. Four researchers, two Anglo, one Black and one Chicano were trained in a four hour session to administer the instruments. The sample included eight parents and eight practitioners, two of each from each of four centers, and four professionals, one each from the Licensing Division of SDPW, the University of Houston, Houston Community College and one public school Vocational Homemaking teacher, achieving an N of 20. Based on the results, final response categories were developed for the three instruments.

Training of research assistants. Early Childhood faculty and student employment offices in colleges and universities in the six geographical areas were contacted to help recruit local research assistants. With this help, 56 research assistants were hired and subsequently trained in six hour sessions at each local site. In each of the six geographical areas, Anglos were trained to administer the parent instrument to Anglos, Blacks to Blacks and Chicanos to Chicanos. Each research assistant was responsible for maintaining contact with the directors of the centers assigned to her/him and for making contact with each person to be interviewed.

The sample.* The State Department of Public Welfare was asked to provide a list of licensed day care centers, including both commercial and non-profit, in each of the six regions. All directors of centers licensed to serve a minimum of thirty children were sent a letter asking them to participate in the study (Appendix C). Two criteria were established to determine center inclusion in the study:

1. Licensed for a minimum of 30 children
2. Ethnic composition of:
    a) 80% Anglo Children or
    b) 80% Black Children or
    c) 80% Chicano Children or
    d) tri-ethnicity with no group representing more than 50%.

Ninety-four centers were selected from those responding. Their ethnic composition is shown in Figure 1. After the centers were selected, the following three additional factors were recorded for each center (Figure 2):

1) Location in urban or rural area
2) Income level of families as:
    a) Poverty level according to federal guidelines, or
    b) Between poverty level and state median income of $11,500, or
    c) Above state median income
3) Non-profit or commercial operation

---

*The biographical information instruments for the three sample groups are included in Appendix A.

Figure 1. Ethnic Composition of Centers (N = 94)

	80% Anglo	80% Black	80% Chicano	Anglo Black Chicano	Black Chicano	Total
	F	F	F	F	F	F
Dallas	7	6	0	5	1	19
El Paso	3	0	7	3	0	13
Houston	15	10	3	1	1	30
Lubbock	8	2	2	3	0	15
San Antonio	2	3	2	1	0	8
Valley	0	0	9	0	0	9
TOTAL	35	21	23	13	2	94
% of Total N	37.5	22.3	24.5	13.8	2.1	100.0

Figure 2. Number, Location, and Profit Status of Centers (N = 94)

	No. of Centers		Location				Profit Status			
			Urban		Rural		Non-profit		Commercial	
	F	%	F	%	F	%	F	%	F	%
Dallas	19	20.2	19	20.2	0	0	16	17.0	3	3.2
El Paso	13	13.8	12	12.7	1	1.1	9	9.6	4	4.2
Houston	30	31.9	30	31.9	0	0	18	19.2	12	12.7
Lubbock	15	16.0	11	11.7	4	4.2	8	8.5	7	7.5
San Antonio	8	8.5	8	8.5	0	0	8	8.5	0	0
Valley	9	9.6	3	3.2	6	6.4	9	9.6	0	0
TOTAL	94		83		11		68		26	

The directors of the chosen day care centers were again contacted by letter and telephone in order to convey specific information concerning their involvement in the study (Appendix C). The directors were asked to furnish the investigators two lists from which the parents and the practitioners would be selected. From a director's list of ten parents with a child or children in the center, four parents with telephones were randomly selected to participate.

The three or four staff members to be interviewed from each center, depending on the total number of staff, were selected from the list of personnel supplied by each center director. In order to achieve a balance of practitioners' viewpoints, the decision was made to interview four levels of staff: 1) the director, assistant-director, or head teacher, 2) a teacher, 3) an assistant-teacher or aide 4) any other person on the support staff, from curriculum/program-directors and social workers to cooks, custodians and bus drivers.

The professional sample was drawn from lists of licensing workers supplied by Regional Program Directors of the State Department of Public Welfare and of faculty of universities and two- and four-year colleges, from public school home economics teachers and from names supplied by knowledgeable persons in each of the six areas selected for the study: Dallas, El Paso, Houston, Lubbock, San Antonio and the Valley. Figure 3 shows the geographical distribution of the three groups.

Although ethnicity was not a criterion for inclusion of either practitioners or professionals in the study, an effort was made to achieve a reasonable balance among the three ethnic groups in the parent sample. Figure 4, showing the ethnic composition of the sample, illustrates the extent to which this was achieved, and also shows the ethnicity of the other two groups. However, the proportion of the three ethnic groups in the practitioner sample also provides an appropriate representation, inasmuch as this study is focused specifically on cultural attitudes relative to minority groups.

Figure 3. Geographical Distribution of Sample (N = 793)

	Parents		Practitioners		Professionals	
	F	%	F	%	F	%
Dallas	67	17.9	72	19.6	11	21.2
El Paso	35	9.4	43	11.7	8	15.4
Houston	118	31.6	119	32.4	8	15.4
Lubbock	61	16.3	64	17.4	13	25.0
San Antonio	30	8.0	28	7.6	9	17.3
Valley	63	16.8	41	11.2	3	5.8
TOTAL	374	100.0	367	100.0	52	100.0

Figure 4. Ethnic Composition of Sample (N = 793)

	Parents		Practitioners		Professionals	
	F	%	F	%	F	%
Anglos	152	40.6	161	43.9	44	84.6
Blacks	75	20.1	98	26.7	3	5.8
Chicanos	145	38.8	107	29.2	5	9.6
Other	2	.5	1	.2	0	0.0
TOTAL	374	100.0	367	100.0	52	100.0

Parents.* All 374 parents interviewed were chosen from lists of names supplied by day care center directors who agreed to participate in the study. In order to achieve as good an ethnic representation among parents as possible, centers serving particular ethnic groups were selected. As Figure 4 shows, approximately 41% of the parent sample was Anglo, another 39% Chicano and 20% was Black.

---

*The data about parents discussed in this section is shown in Appendix C, Tables 55-69.

Geographic representation was uneven, as Figure 3 indicates, but it was possible to interview parents in rural areas adjacent to all urban sites for the study other than Houston. Seventeen percent of the parents lived in small rural towns near Dallas, El Paso, Lubbock, San Antonio and in the Valley.

Though "mothers" represented 91% of the parents interviewed, a few fathers, mother-father couples, grandmothers and even a grandfather participated. Almost three-fourths of the "parents" interviewed were married. Another 14% were divorced and the remainder were widowed, single or separated. Their mean age range was 26-35, with 62% in that age-range. Almost 20% of the parents were 18-25, and approximately 14% were 36-45. Less than 5% of the parent respondents were older than 45.

The mean level of education for this parent sample was completion of high school, checked by 30%. Almost as many, 25%, had attended one or two years of college. Approximately 20% had completed no more than 9th grade. Close to 11% had finished college, approximately 9% had only two or three years of high school and 5% had post-baccalaureate study.

The sample was well-balanced as to income levels, with 32% of the parents being from poverty level (as defined by federal guidelines shown on the Parent Instrument), and 34% having income ranging from just above poverty level to Texas median income of more than $11,000. The final 31% had income above the median. Figure 5 shows the relationship of education and income.

Figure 5. Crosstabulation of Parents' Education and Income

VAR 71. Income Level

	Count 1 Row PCT 1	number not responding .00	pov. level 10.00	above pov.level to median 11.00	above median 12.00	Row Total
VAR 67 Highest Grade Completed	.00 number not responding	0 0	1 33.3	1 33.3	1 33.3	3 .8
	1.00 9th or less	2 2.7	50 68.5	21 28.8	0 .0	73 19.5
	2.00 2-3 years high school	4 12.9	17 54.8	10 32.3	0 .0	31 8.3
	3.00 finished high school	1 .9	33 29.2	46 40.7	33 29.2	113 30.2
	4.00 1-2 years college	1 1.1	16 17.2	36 38.7	40 43.0	93 24.9
	5.00 finished college	0 .0	3 7.5	12 30.0	25 62.5	40 10.7
	6.00 post graduate work	1 4.8	1 4.8	2 9.5	17 81.0	21 5.6
	column total	9 2.4	121 32.4	128 34.2	116 31.0	374 100.0

Family composition of the parents shows little variety. Two-adult families, probably both parents in the majority of cases, represented 64%. There was only one adult (the respondent) in 22% of the families. Families with three adults made up 11.5%. The balance of less than 3% had four to six adults living in the family.

The mean number of children per family unit was 2.56. Table 60 in Appendix B shows two children in 35% of the families, only one in 27.5%, three children in 15.5%, four in 9% and five to twelve children in the remaining 13% of families.

The three ethnic groups were almost equally represented in one-adult families: 38% were Chicano families, 32% were Black and 31% were Anglo. A marked difference showed up in the number of children in these families. There were no more than three children in the one-adult Anglo families, in contrast to as high as six for one Black family and seven children in one Chicano family. Anglo parents comprised 50% of the 240 two-adult families and more than three-fourths of them had either one or two children. None had more than five. Sixteen percent of the two-adult families were Black, with as many as eight children in one family. Chicano parents made up 32% of the two-adult families with as many as ten children in one family. Fifty percent of the Chicano two-adult families had only one or two children.

There were no Anglo respondents living in more than three-adult families, except one who indicated seven adults and one child in the home. In the three-adult units, the number of children ranges from only one or two in the four (9%) Anglo homes to five in one Black home, and twelve in one Chicano home. Only eight families showed more than three adults.

The responses to Parent Question 1 (Table 1) show that two-thirds of the parents had only one child in the center. All but 5% of the others had two children in the center at the time of the interview. A majority of 73% of the parents had never used any day care center other than one in which their child was presently enrolled. Of the 27% who had used another center, a third had done so for six months to a year. Almost as many had used another center for less than six months, with 18% each in the one-to-two-year and more-than-two-year categories.

Distribution of response to "length of time child in present center" was rather even, with less than 14% answering "less than six months." A kind of stability may be indicated by the 32% indicating "6 mos. to 1 yr.," 29% answering "1-2 yrs." and 23% "more than 2 yrs."

Practitioners.* The 367 practitioners were selected from personnel lists supplied by identified centers and always included the director, assistant director or head teacher. In addition, teachers, aides and one other staff member were randomly selected from each list. As anticipated, the largest number interviewed were teachers--one hundred fifty seven (43% of the practitioners), 94 (26%) were directors and 73 (20%) were aides (Figure 6). As Figure 4 indicates, approximately 44% were Anglo, 27% Black and 29% Chicano.

Little difference was evidenced in the practitioners' ages. The largest percentage, 31%, was 26-35 years old, with the next largest proportion, 27%, falling in the 18-25 age range. The remaining respondents were above 35. Practitioners were predominantly female, representing 94% of the sample. Most practitioners had finished high school (32%) or completed 1 to 2 years of college (32%). Most day care personnel had had some experience in their present positions. The largest percentage, 47%, had worked in day care from one to five years, and 23% had worked from five to ten years. Only 20% had worked less than one year.

---

*The data about practitioners discussed in this section is shown in Appendix C, Tables 126-131.

Figure 6: Job Categories of Practitioners Sample (N = 367)

Job Category	F	%
no response	3	.8
teacher	157	42.8
director	94	25.6
aide	73	19.9
cook	17	4.6
social worker	2	.5
program director	2	.5
housekeeper	11	3.0
bus driver	1	.3
other	7	1.9
TOTAL	367	100.0

Half of the practitioners had worked with all three ethnic groups, Anglo, Black and Chicano. Fourteen percent had worked only with Chicano children, 11% with only Anglo children and 8% with only Black children. Children from infancy to age six were enrolled in the center sample.

These practitioners were predominantly working in non-profit centers (75%); only 93 of those interviewed were employed in commercial centers. Distribution of practitioners' locations was led by Houston with 32% of the sample, followed by Dallas with 20%, Lubbock with 17%, El Paso with 12%, the Valley with 11% and San Antonio with 8%. In sum, 87.5% of the practitioners were in urban settings and 12.5 in rural settings.

The ethnicity of children in the centers was one of the criteria used in center selection. Thirty-four percent of the practitioners were working in centers with predominantly Anglo children, 23% with predominantly Black children, 26% with predominantly Chicanos and 13% with a tri-ethnic mix of Anglo, Black and Chicano.

Professionals.* The professional sample of 52 persons consisted of 85% Anglo, 10% Chicanos and 5% Blacks, as Figure 4 indicates. The predominance of Anglos in the professional sample is illustrative of the fact that there are, as yet, relatively few minority group members in professional early childhood positions. Similarly, the preponderance of females in this group, 85%, illustrates the general tendency of men not to enter this field.

The 26-35 age range, with 37%, was the range with the largest concentration; 21% were in both the 36-45 range and the 46-55 age range.

Geographically, the professionals were appropriately distributed except for the Valley, which had only 6% representation. As expected, given the location of institutions of higher learning, 94% of the sample was from urban areas. Lubbock was represented by the largest number (25%) followed by Dallas (21%), San Antonio (17%), Houston and El Paso each with 15% and the Valley with 6%.

---

*The data about professionals discussed in this section is shown in Appendix C, Tables 185-200.

The educational level of 44% of the professionals was a B.A. or B.S. degree, with 38% having earned a master's and 17% a doctorate. Forty percent specialized in areas other than elementary education, early childhood, child development or social work. Twenty-one percent specialized in early childhood and 19% in elementary education (Figure 7). The majority, 52%, had been employed one to five years, but 21% had worked less than one year.

Seventy-one percent had worked with children of all three ethnic groups, Anglos, Blacks and Chicanos. Of the remaining, 8% had worked only with Anglos and 8% had worked only with Blacks or Chicanos. The professionals' experience had been predominantly as teachers, aides and recreation workers (Tables 191, 192, 193). Of the sample, 37% were from four-year colleges, 31% were from the State Department of Public Welfare, 8% from both two-year colleges and administration, 6% from public schools and the remainder from other settings.

Figure 7. Educational Background of Professional Sample (N = 52)

Educational Degree	F	%	Area of Specialization	F	%
Ph.D. or Ed.D.	9	17.3	Elementary Education	10	19.2
M.A. or M.Ed.	19	36.5	Early Childhood Education	11	21.2
B.A. or B.S.	23	44.2	Child Development	4	7.7
No degree	1	1.9	Social Work	1	1.9
			Other	21	40.4
			No response	5	9.6

Administration of Study

Fifty-six research assistants administered the instruments to 374 parents, 367 practitioners and 52 professionals in identified six geographical areas during Spring, 1975. The data was collected in approximately ten weeks.

The instruments used to interview each of the three population groups, parent, practitioner and professional, are placed for review in Appendix A. Each instrument consists of two parts: questions and biographical information, in that order. The parent instrument in English is followed by a Spanish translation. The computer program, Statistical Package for the Social Sciences, was used to analyze the data.

CHAPTER III

RESULTS

At the University of Houston the computer program, Statistical Package for the Social Sciences, was used to examine relationships, and the Chi Square test was used to determine the significance of these relationships. The responses of each of the three groups, parents, practitioners and professionals, are reported under the rubric of the questions asked. Most of the questions on the three instruments are directly comparable. The frequency counts on the responses to all questions asked of each group, except for a few, are shown in the tables in Appendix C. A few were omitted because the multiplicity of responses made it impossible to analyze them meaningfully. In addition, in the parent instrument, there are some questions specifically designed to elicit information about child-rearing attitudes and practices for which there are no comparable questions in the practitioner and professional.

The discussion of the results is organized around topics as organized in the parent interview instrument. Questions asked of parents only are discussed first, followed by questions addressed to all three groups. Finally, questions for practitioners and professionals only will be discussed. All tables referred to are located in Appendix C.

Family Relationships

Parents: WHO HELPS YOU MOST LOOK AFTER YOUR CHILD?
DOES YOUR HUSBAND OR ANOTHER MAN HELP YOU WITH YOUR CHILD?
WHAT DOES S/HE DO?

A large majority of the parents (71%) stated that they received help in child care from either a husband or another man (Table 5), and more than two-thirds of these parents indicated that this male

FIGURE 8A

CROSSTABULATION OF PARENT RESPONSES TO "DOES YOUR HUSBAND OR ANOTHER MAN HELP YOU WITH YOUR CHILD?" AND REGION

```
                        VAR 6

              I     not                          
   COUNT      I  applicable     yes        no       ROW
   ROW PCT    I                                     TOTAL
   REGION     I      .00I      1.00I      2.00I
   V.78 ------I---------I---------I---------I
      1.00    I      6  I     50  I     11  I       67
   Dallas     I    9.0  I   74.6  I   16.4  I     17.9
             -I---------I---------I---------I
      2.00    I      4  I     21  I     10  I       35
   El Paso    I   11.4  I   60.0  I   28.6  I      9.4
             -I---------I---------I---------I
      3.00    I      5  I     93  I     20  I      118
   Houston    I    4.2  I   78.8  I   16.9  I     31.6
             -I---------I---------I---------I
      4.00    I      1  I     47  I     13  I       61
   Lubbock    I    1.6  I   77.0  I   21.3  I     16.3
             -I---------I---------I---------I
      5.00    I      3  I     22  I      5  I       30
   San        I   10.0  I   73.3  I   16.7  I      8.0
   Antonio   -I---------I---------I---------I
      6.00    I      7  I     32  I     24  I       63
   Valley     I   11.1  I   50.8  I   38.1  I     16.8
             -I---------I---------I---------I
   COLUMN           26        265         83       374
   TOTAL           7.0       70.9       22.2     100.0
```

CHI SQUARE = 23.52139 WITH 10 DEGREES OF FREEDOM,
SIGNIFICANCE = .0090

FIGURE 8B

CROSSTABULATION OF PARENT RESPONSES TO "WHO MAKES YOUR CHILD BEHAVE MOST OF THE TIME?" AND ETHNICITY

VAR 10

```
COUNT    I
ROW PCT  I no                             family                               ROW
         I one      mother     father     members      1,2       friend      TOTAL
Ethn.    I      .00I     1.00I     2.00I     3.00I     4.00I     6.00I
VAR 77   I
--------I---------I---------I---------I---------I---------I---------I
  1.00   I      2  I     83  I     34  I     12  I     21  I      0  I      152
Anglo    I    1.3  I   54.6  I   22.4  I    7.9  I   13.8  I     .0  I     40.6
        -I---------I---------I---------I---------I---------I---------I
  2.00   I      1  I     52  I     10  I     11  I      0  I      1  I       75
Black    I    1.3  I   69.3  I   13.3  I   14.7  I     .0  I    1.3  I     20.1
        -I---------I---------I---------I---------I---------I---------I
  3.00   I      8  I     81  I     33  I     11  I     12  I      2  I      147
Chicano  I    5.4  I   55.1  I   22.4  I    7.5  I    8.2  I    1.4  I     39.3
        -I---------I---------I---------I---------I---------I---------I
COLUMN         11       216        77        34        33         3         374
TOTAL         2.9      57.8      20.6       9.1       8.8        .8       100.0
```

CHI SQUARE = 25.99074 WITH 10 DEGREES OF FREEDOM,
SIGNIFICANCE = .0038

was their primary source of help (Table 2). Furthermore, this help encompasses a wide variety of activities, as Table 6 documents.

Regional Comparison. There is pronounced regional variation in these responses. Slightly more than 50% of both Houston and Lubbock parents indicated their major help in caring for their child came from their husband. In Dallas, El Paso and San Antonio, this answer was given by more than 30% of the parents. But in the Valley, only 11% answered "husband" and 30% gave no answer. In the Valley the response with the largest percentage was "grandmother" with 25%.

This same regional variation, statistically significant*, appeared in the answers to "Does Your Husband or Another Man Help You With Your Child?" Again, the Valley parents answered "yes" the least: only 51%. The "yes" response was chosen by 60% of El Paso parents, and by between 73 and 79% of the parents in San Antonio, Dallas, Lubbock and Houston (Figure 8A).

Discipline

Parents: WHO MAKES YOUR CHILD BEHAVE MOST OF THE TIME?

It is interesting to note that the mother was perceived by 58% of the respondents as the main disciplinarian in relation to the child. Only 21% listed the father (Table 8).

Ethnic analysis reveals statistically significant variation* (Figure 8B). The responses of Anglo and Chicano parents are quite similar and contrast markedly to those of Black parents. The mother was named by 58% of Chicano parents and 55% of Anglo parents, considerably less than 70% of Black parents giving this response. Again

---

*at or beyond the .05 level of significance

Anglo and Chicano were alike with 23 and 24%, respectively, naming the father, whereas only 14% of Black parents did. Another striking difference is seen in the percentage naming "mother and father"; no Black parent used this response. Variations appear in Figure 8B.

Regional comparison. A few differences are apparent in the regional analysis. Fewer than 20% of Dallas and Houston parents named the father, compared to 23-25% in other areas. Family members were named by 9-13% of Dallas, Houston, El Paso and Lubbock parents, but by only 6% in San Antonio and 3% in the Valley. Both mother and father were named by 15% of Houston parents, 10% in San Antonio and the Valley, 7% in Lubbock and only 3% in El Paso and 2% in Dallas.

The following three related questions are discussed as a group and are identified individually:

Parents:	HOW SHOULD THE CENTER STAFF MAKE YOUR CHILD BEHAVE?
Parents and Practitioners:	IF YOUR/A CHILD DOES SOMETHING YOU DON'T LIKE, WHAT DO YOU DO?
Professionals:	IF A CHILD DEMONSTRATES UNACCEPTABLE BEHAVIOR, WHAT SHOULD THE TEACHER DO?

Parents. The parent responses to "How should the center staff make your child behave?" were extremely varied (Table 45). If the response categories from the parent instrument "spank," "isolate" and "remove privileges" are considered as negative techniques, and "redirect," "talk" and "offer rewards" as positive techniques, responses can be grouped for analysis.

Forty-two percent of the parents responded with only a single category; "talk," with 28% was the most popular choice. It was incidentally the only choice on the parent instrument which could

FIGURE 9

CROSSTABULATION OF PARENT RESPONSES TO "HOW SHOULD THE CENTER STAFF MAKE YOUR CHILD BEHAVE?" AND ETHNICITY

VAR 50

Ethnicity VAR077 COUNT ROW PCT	spank 1.00	isolate 2.00	redirect 3.00	talk with child 4.00	remove privilege or activity 6.00	any comb. of 1,2,6 80.00	3 with any 1,2,6 84.00
1.00 Anglo	2 1.3	1 .7	8 5.3	25 16.4	5 3.3	6 3.9	3 2.0
2.00 Black	3 4.0	1 1.3	4 5.3	20 26.7	1 1.3	2 2.7	1 1.3
3.00 Chicano	7 4.8	3 2.0	13 8.8	61 41.5	5 3.4	1 .7	3 2.0
COLUMN TOTAL	12 3.2	5 1.3	25 6.7	106 28.3	11 2.9	9 2.4	7 1.9

Continued below

(CONTINUED)

VAR077 COUNT ROW PCT	4 with any 1,2,6 85.00	3,4 86.00	3,4 with any 1,2,6 90.00	7* with any 1,2,6 93.00	4,7* with any 1,2,6 94.00	3,4,7* with any 1,2,6 95.00	7* with 2,3 or 3,4 or 4 99.00	ROW TOTAL
1.00 Anglo	36 23.7	15 9.9	27 17.8	5 3.3	6 3.9	4 2.6	9 5.9	152 40.6
2.00 Black	20 26.7	8 10.7	4 5.3	2 2.7	1 1.3	3 4.0	5 6.7	75 20.1
3.00 Chicano	23 15.6	17 11.6	4 2.7	0 .0	1 .7	2 1.4	7 4.8	147 39.3
COLUMN TOTAL	79 21.1	40 10.7	35 9.4	7 1.9	8 2.1	9 2.4	21 5.6	374 100.0

*7 is "offer rewards"

be characterized as a positive action. This response category also appeared in the combination answers of an additional 47% of the parents. Ranking second with 21% was a specific combination of "talk" with one or more of the following negative categories: hit, isolate, deprive of privilege, plus deprive of food in one instance. Fully 50% of the parents chose "talk" with one or more of the "negative" categories. Only 13% used a combination composed of exclusively "negative" categories. The only negative response chosen by itself by a noticeable number, 7%, was "hit," and it was included in the response combinations of fully 38% more of the parents (Table 10). The "yell" category appeared in the response combinations of almost 23% of the parents; "isolate" was included by 25% in combinations. "Give a mean look" and "deprive of privilege" were both utilized in the response of 21% of the parents.

The ethnic variation in responses is interesting here (Figure 9). Only 16% of Anglo parents chose "talk" by itself, but 27% of Black and 42% of Chicano made that choice.

A combination of the positive response, "talk," with one or more negative responses was chosen by 21% of all parents, though Chicano parents used this type of combination response less than the other two subgroups: 16% compared to 24% and 27% for Anglos and Blacks. The combination of two positive responses, "talk" with "redirect," was selected by 11% of the total parent sample and by approximately the same percentage of each of the ethnic subgroups. No other combination of categories was chosen by even 10% of the total parent group and only one other combination was chosen by more than 10% of a subgroup. The combination of "talk" and "redirect" with any of the negative responses was chosen by 18% of the Anglo parents.

Regional comparison. Interesting differences appear in the parent responses analyzed by regions. From 36 to 43% of El Paso, San Antonio and Valley parents agreed that staff should talk with the child. As many Lubbock parents (29.5%) gave the response as gave one combining "talk with child" and one or more negative responses. This combination was first choice in Dallas by a very small percentage over "talk with child" by itself. In Houston this combination was also first, but another combination of "talk," redirect" and one or more negative responses was second. Though 23% of Houston parents used this second combination, not even 5% of parents in any other region gave this response. (In El Paso it was not given).

The combination response, "talk" with "redirect" was given by 20% of El Paso parents, ranking it second there. It was third ranked by approximately 13% of Dallas and Valley parents. Valley parents' second choice, "redirect," was selected by 17.5% there, but by less than 10% in other regions. (In Houston, no parent gave that response.)

Practitioners and professionals. In order to make analysis of responses to these questions more feasible since there were numerous combinations of categories used as responses, the categories were grouped as follows:

Neutral	Negative	Positive
do nothing	isolate	distract
ignore	deprive of privilege	redirect
	spank-hit	discuss-talk
	deprive of food	model desired behavior
	give mean look	provide physical outlet
	yell	offer rewards

FIGURE 10

CROSSTABULATION OF PRACTITIONER RESPONSES TO "IF A CHILD DOES SOMETHING
THAT YOU DON'T LIKE, WHAT DO YOU DO?" AND ETHNICITY

VAR 6

```
                        nothing   redirect      discuss
          COUNT   I                                                                                    ROW
          ROW PCT I                                                                                   TOTAL
                  I
                  I       .00I      2.00I      4.00I     10.00I     20.00I     30.00I     40.00I     50.00I
VAR063    --------I---------I---------I---------I---------I---------I---------I---------I---------I-
           1.00   I      2  I      2  I     31  I      1  I     53  I     13  I      5  I     51  I     161
                  I    1.2  I    1.2  I   19.3  I     .6  I   32.9  I    8.1  I    3.1  I   31.7  I    44.0
                 -I---------I---------I---------I---------I---------I---------I---------I---------I-
           2.00   I      4  I      7  I     28  I      0  I     37  I      1  I      9  I     12  I      98
                  I    4.1  I    7.1  I   28.6  I     .0  I   37.8  I    1.0  I    9.2  I   12.2  I    26.8
                 -I---------I---------I---------I---------I---------I---------I---------I---------I-
           3.00   I      3  I      3  I     36  I      1  I     42  I      4  I      1  I     17  I     107
                  I    2.8  I    2.8  I   33.6  I     .9  I   39.3  I    3.7  I     .9  I   15.9  I    29.2
                 -I---------I---------I---------I---------I---------I---------I---------I---------I-
          COLUMN         9        12        95         2       132        18        15        80        366
          TOTAL        2.5       3.3      26.0        .5      36.1       4.9       4.1      21.9      100.0

CHI SQUARE =    48.37747 WITH  18 DEGREES OF FREEDOM   SIGNIFICANCE =   .0001
```

The practitioners' original responses varied significantly.* The only category chosen by itself by a significant number (26%) was "discuss situation." This category was chosen by 19% of the Anglos, 29% of the Blacks and 34% of the Chicano practitioners (Figure 10). A response combination of positive techniques was ranked first with 36%. Thirty-three percent of Anglo practitioners, 38% of Black practitioners and 40% of Chicano practitioners gave this response.

A combination of practices was also ranked first by 32% of professionals. "Talk" by itself was selected by only one professional. Professionals' second rank went to a combination of neutral and positive responses, which was chosen by very few practitioners and was not available as a choice on the parent form.

Sample groups comparison. Although only the parent group was asked the question, "How should the center staff make your child behave?", a few general comparisons can be made in two ways. In looking at these responses, it is possible to compare them first to the parents' answers to the question, "If your child does something you don't like, what do you do?" (Table 11) and then to the answers of practitioners and professionals to this same question (Tables 74 and 144).

In answer to both questions, parents ranked "talk" first with 28% as to what center staff should do and second with 21% as to what they themselves do. The most popular parent response, 27%, to ". . . what do you do?" was a combination of "talk" with "hit" and/or "isolate" and/or "take away privilege," which was ranked second by parents (21%) as their response to "How should the center staff make your child behave?" (Table 10). This particular combination was chosen by only 9% of practitioners, but a total of 23% used a combination of negative and positive categories (Table 75). Professionals ingored this particular combination but 17% used some combination of negative and positive (Table 144).

---

*at or beyond the .05 level of significance

Sample groups comparison. The category options for practitioners and professionals did not include "mean look" and "yell" as did the parents, but the practitioners' and professionals' choices included "do nothing," "distract," "redirect," ignore," "model desired behavior" and "provide physical outlet," which were not available in the parent instrument. The additional six categories available for the practitioners and professionals were used in the aggregate by a little more than 8% of the practitioners for single responses and by 11.5% of the professionals. However, they were widely used by both groups in combinations.

All three groups heavily scored the use of "discuss-talk" as a preferred technique. Seventy-one percent of the parents chose "talk" either singly or in combinations; 82% of the practitioners used "discuss" singly or in their combination response. Fifty-two percent of professionals followed suit. "Redirect" was almost as popular among practitioners, being utilized by almost 44% of practitioners, and was even more popular among professionals who used it in 72% of their responses. "Model desired behavior" was considered an appropriate response by almost 50% of professionals, but only 20% of practitioners. "Ignore" was chosen either singly or in combinations by 33% of professionals. Forty percent of the professionals included "provide physical outlet" in their response combinations, whereas only 22% of professionals did. Only 7% of practitioners used "spank" in the combinations they chose, in contrast to the 45% of parents who chose "hit" in combination or singly. No professionals used it, nor did they use "deprive of food." One parent said it was a possibility and 11 practitioners agreed. It is interesting to note that combinations of neutral with positive or all positive categories prevailed among 36% of the practitioners and 52% of the professionals.

Parents and Practitioners:	IF YOUR/A CHILD DOES SOMETHING THAT PLEASES YOU, WHAT DO YOU DO?
Professionals:	IF A CHILD DEMONSTRATES ACCEPTABLE BEHAVIOR, WHAT SHOULD THE TEACHER DO?

Parents. Using the original five possible single responses to this question, parents answered with an additional twenty-five combinations of responses, representing 31% of the responses. The response "praise her/him" garnered 20% of the choices when used singly and was included in the combination responses of an additional 50%. The next most popular response was the combination of "hug, smile and praise" which was chosen by almost 17%. The combination of "hug" and "smile" was the choice of 14%. "Hug" by itself was selected by almost 12% as a single category and by 55% more in a combination. "Smile" by itself was chosen by a negligible 3% but was included in the combination responses of 38% of the parents.

The two responses implying a tangible action, "give extra privilege" and "reward her/him" were largely ignored by parents, as only four parents chose each as a single response and only approximately 15% included either in combination responses.

BEST COPY AVAILABLE

FIGURE 11

CROSSTABULATION OF PARENT RESPONSES TO "IF YOUR/A CHILD DOES SOMETHING THAT PLEASES YOU, WHAT DO YOU DO?" AND ETHNICITY

VAR 11

COUNT ROW PCT	number not responding	give her/ him a hug	smile at her/ him	praise her/him	give extra privilege	give reward	1,2,3	1,3	all other combinations
Ethnicity VAR077	.00	1.00	2.00	3.00	4.00	5.00	7.00	8.00	31.00
1.00 Anglo	0 .0	5 3.3	2 1.3	27 17.8	1 .7	1 .7	41 27.0	28 19.4	47 30.9
2.00 Black	0 .0	7 9.3	1 1.3	15 20.0	0 .0	0 .0	8 10.7	13 17.3	31 41.3
3.00 Chicano	2 1.4	32 21.8	8 5.4	35 23.8	3 2.0	3 2.0	13 8.8	14 9.5	37 25.2
COLUMN TOTAL	2 .5	44 11.8	11 2.9	77 20.6	4 1.1	4 1.1	62 16.6	55 14.7	115 30.7

CHI SQUARE = 61.90298 WITH 16 DEGREES OF FREEDOM SIGNIFICANCE = .0000

FIGURE 12

CROSSTABULATION OF PRACTITIONER RESPONSES TO "IF A CHILD DOES SOMETHING THAT PLEASES YOU, WHAT DO YOU DO?" AND ETHNICITY

VAR 5

COUNT ROW PCT V.63 Ethnicity	nothing .00	give hug 1.00	praise good behavior 2.00	give reward 3.00	allow extra privileges 4.00	1,2 5.00	all other combinations 6.00	ROW TOTAL
1.00	1	14	46	0	0	66	34	161
Anglo	.6	8.7	28.6	.0	.0	41.0	21.1	44.0
2.00	2	16	25	1	0	41	13	98
Black	2.0	16.3	25.5	1.0	.0	41.8	13.3	26.8
3.00	1	9	45	3	2	36	11	107
Chicano	.9	8.4	42.1	2.8	1.9	33.6	10.3	29.2
COLUMN	4	39	116	4	2	143	58	366
TOTAL	1.1	10.7	31.7	1.1	.5	39.1	15.8	100.0

CHI SQUARE = 26.45346 WITH 12 DEGREES OF FREEDOM, SIGNIFICANCE = .0093

When the responses are analyzed in terms of parent ethnicity, significant variations* appear (Figure 11). The first, second and third choices of Anglo and Black parents were the same, though the percentages were different, but Chicano parents varied noticeably. "Praise" in combination with "hug" or "praise" with "hug" and "smile" was the combination response of 45% of the Anglo parents, 29% of the Black parents (making this response the first choice of the two groups), but of only 13% of the Chicano parents (their third choice). "Praise" by itself was selected by 24% of Chicano parents (their first choice), and was the second choice of both Black (20%) and Anglo (18%) parents. Anglo and Black parents' third choice was "praise with hug and/or smile" plus "give extra privilege and/or reward"--a broad combination. Chicano parents' second choice, "hug," by itself was the fourth choice of Black parents and fifth rank among Anglo choices.

Practitioners and Professionals. A large majority of practitioners essentially agreed that they reward acceptable behavior with a combination of "give hug, affectionate touch" and "praise good behavior" (39%) or "praise good behavior" (32%) by itself. Sixteen percent replied that they used a variety of combinations, and 11% "give hug, affectionate touch" (Table 74).

Significant ethnic variation* appears in the practitioner responses (Figure 12). Anglos with 41% and Blacks with 42% indicated close agreement followed by Chicanos with 34% choosing the combination "give hug, . . ." and "praise . . . ." The second largest response category, "praise good behavior," again documented the fact

---

*at or beyond the .05 level of significance

FIGURE 13

COMPARISON OF RESPONSES OF THREE SAMPLE GROUPS TO QUESTION:
IF A CHILD DOES SOMETHING THAT PLEASES YOU, WHAT DO YOU DO?

	PARENT		V.11	PRACTITIONER		V.5	PROFESSIONAL		V.12
CATEGORY	Value	f	%	Value	f	%	Value	f	%
number not responding	.00	2	.5	.00	4	1.1	.00	--	-----
hug	1.00	44	11.8	1.00	39	10.6	1.00	5	9.6
smile	2.00	11	2.9	----	--	----	----	--	-----
praise	3.00	77	20.6	2.00	116	31.6	3.00	16	30.8
give extra privilege	4.00	4	1.1	4.00	2	.5	2.00	--	-----
give reward	5.00	4	1.1	3.00	4	1.1	4.00	--	-----
all	6.00	20	5.3	----	---	---	6.00 (1-4)	3	5.8
hug, smile, and praise	7.00	62	16.6	----	---	---	----	--	-----
hug and praise	8.00	55	14.7	5.00	143	39.0	5.00	26	50.0
all other combinations	31.00	95	25.4	6.00	59	16.1	7.00 8.00	2	3.8
TOTAL		374	100.0		367	100.0		52	100.0

that Anglos with 29% and Blacks with 26% were more similar to each other in these responses than to Chicanos with 42%. Only four practitioners, one Anglo, two Black and one Chicano, chose the "do nothing" category.

Fifty percent of the professionals agreed with 39% of the practitioners who responded with the combination "give a hug or affectionate touch" and "praise good behavior."

Sample groups comparison. In comparing the groups, it must be noted that the category "smile" was not in the response set of the practitioner or professional questionnaire, nor was "do nothing" a possible choice for parents. Neither category was much utilized as a choice.

"Praise" with "hug" ranked first with all three groups: 31% of the parents, 39% of practitioners and 50% of professionals. "Praise" by itself was the unanimous second choice of all three groups. Niether "extra privilege" nor "reward" were chosen by any professional and both were selected by 1% or fewer of the other two groups. The general response pattern, then, were similar for the three groups, as Figure 13 shows.

Parents:	WHAT DO YOU CONSIDER BAD BEHAVIOR IN YOUR CHILD?
Practitioners:	WHAT DO YOU CONSIDER BAD BEHAVIOR IN A CHILD IN A CENTER?
Professionals:	WHAT DO YOU CONSIDER UNACCEPTABLE BEHAVIOR IN A CHILD IN A CENTER?

Parent. "Disobeys orders" was the most popular single response by far; no other even approximated the 23% selecting it. In fact, only one other, "talks back," was selected by even 10%. By grouping the combination responses into two kinds of combinations, ones that

FIGURE 14

CROSSTABULATION OF PARENT RESPONSES TO "WHAT DO YOU CONSIDER BAD BEHAVIOR IN YOUR CHILD?" AND ETHNICITY

VAR 13

Ethnicity VAR077	COUNT ROW PCT	no answer .00	disobeys orders 1.00	uses bad words 2.00	talks back 3.00	hits (fights) 4.00	other 5.00	4 with any other 3 choices 41.00	all (1-4) 42.00	any comb. not including 4 46.00
1.00 Anglo	COUNT	4	36	2	15	8	4	31	16	36
	ROW PCT	2.6	23.7	1.3	9.9	5.3	2.6	20.4	10.5	23.7
2.00 Black	COUNT	7	23	2	8	2	2	9	2	20
	ROW PCT	9.3	30.7	2.7	10.7	2.7	2.7	12.0	2.7	26.7
3.00 Chicano	COUNT	16	27	6	14	15	11	13	11	34
	ROW PCT	10.9	18.4	4.1	9.5	10.2	7.5	8.8	7.5	23.1
COLUMN TOTAL		27 7.2	86 23.0	10 2.7	37 9.9	25 6.7	17 4.5	53 14.2	29 7.8	90 24.1

CHI SQUARE = 34.59321 WITH 16 DEGREES OF FREEDOM SIGNIFICANCE = .0048

FIGURE 15

COMPARISON OF RESPONSES OF THREE SAMPLE GROUPS TO QUESTION: WHAT DO YOU CONSIDER BAD BEHAVIOR IN A CHILD?

	Parent V.13			Practitioner V.7			Professional V.14		
CATEGORY	Value	f	%	Value	f	%	Value	f	%
number not responding	0	27	7.2	0	9	2.5	0	2	3.8
hurting others (hits)	4	25	6.7	1	126	34.3	1	22	42.3
not following rules, disobedience	1	86	23.0	2	9	2.5	2	--	----
not listening	----	--	----	3	1	.3	3	--	----
using bad words	2	10	2.7	4	6	1.6	4	--	----
engaging in sex play	----	--	----	5	---	----	5	--	----
not cooperating	----	--	----	6	20	5.4	6	--	----
all (1-6)	----	--	----	7	--	----	7	6	11.5
talks back	3	37	9.9	----	---	----	----	--	----
any two or three including "hurting others"	40 41	53	14.2	50	141	38.4	40 42	19	36.5
any four including "hurting others"	42	29	7.8	51	37	10.1	44	2	3.8
any combination not including "hurting others"	46	107	28.6	52	18	4.9	45	1	1.9
TOTAL		374	100.0		367	100.0		52	100.0

FIGURE 16A

CROSSTABULATION OF PRACTITIONER RESPONSES TO "WHAT DO YOU CONSIDER BAD BEHAVIOR IN A CHILD IN A CENTER?" AND ETHNICITY

VAR 7

COUNT ROW PCT V.63 Ethn.	number not responding .00	hurting others 1.00	not following directions 2.00	not listening 3.00	using bad words 4.00	not cooperating 6.00	any two or three choices including 1 50.00	any four or five choices including 1 51.00	any other combination 52.00	ROW TOTAL
1.00	0	53	3	1	0	10	67	21	6	161
Anglo	.0	32.9	1.9	.6	.0	6.2	41.6	13.0	3.7	44.0
2.00	6	34	2	0	3	3	40	4	6	98
Black	6.1	34.7	2.0	.0	3.1	3.1	40.8	4.1	6.1	26.8
3.00	3	39	4	0	3	7	33	12	6	107
Chicano	2.8	36.4	3.7	.0	2.8	6.5	30.8	11.2	5.6	29.2
COLUMN	9	126	9	1	6	20	140	37	18	366
TOTAL	2.5	34.4	2.5	.3	1.6	5.5	38.3	10.1	4.9	100.0

CHI SQUARE = 26.10298 WITH 16 DEGREES OF FREEDOM, SIGNIFICANCE = .0526

included "hits" and ones that did not, they can be analyzed further. Twenty-four percent of the parents used combinations that did not include "hits," and almost as many, 22%, used ones that did.

Comparison of responses in terms of ethnicity revealed a significant association* between the ethnicity variable and the responses to this question (Figure 14). The proportion of Black parents choosing only "disobeys" was much higher at 31% than that of Anglo parents (24%) or Chicano parents (18%). The three groups agreed--about 10% of each three ethnic groups agree that "talks back" is bad behavior. Not very many parents felt that "all" the listed behaviors were bad, though more Anglo parents did than others. The use of "hits" by itself and in combinations revealed an ethnic effect, too, as indicated below:

	Percent Choosing "Hits"	Percent Choosing Combinations Including "Hits"	Percent Choosing Combinations Not Including "Hits"
Anglo	5	31	24
Black	3	15	27
Chicano	10	17	23

Practitioners and professionals. The responses chosen most often by practitioners were combinations of any two or three categories including "hurting others" (38%) and "hurting others" by itself (34%) (Figure 15). Ethnicity impacted with statistical significance* on the practitioner responses, though the variation appeared in the less important answers. The 38% who responded "hurting others" plus one or two other categories included 42% of the Anglos, 41% of the Blacks and 31% of the Chicanos (Figure 16A).

---

*at or beyond the .05 level of significance

The 34% of the practitioners who answered "hurting others" included 33% of the Anglos, 35% of the Blacks and 37% of the Chicanos. The majority of the professionals (42%) agreed with 34% of the practitioners on "hurting others" as unacceptable behavior.

Sample groups comparison. Only a limited comparison can be made among the groups (Figure 15) because only three response categories from the parent instrument were the same as those of the other two groups. There was perfect correspondence, however, between the practitioner and professional instrument on this question. Whereas "disobeys" was considered as the exclusive bad behavior by 23% of parents, only 3% of the practitioner and no professional used it as a single response. It did appear in combinations of an additional 35% of the parents as well as 28% of practitioners and 38% of professionals.

The contrast between the use of "hits" by parents in their responses and the use of "hurting others" by practitioners and professionals is marked. Only 7% of the parents used it as a single response, with an additional 22% including it in combinations; but 34% of practitioners used it exclusively, with an additional 50% using it in combinations. Forty-two percent of professionals identified "hurting others" as the only bad behavior and an additional 52% used it in combinations.

Feeding-eating Practices

Parents: HOW DID YOU FEED YOUR CHILD WHEN S/HE WAS A BABY?

Parents. A large majority (79%) of parents responded that they

BEST COPY AVAILABLE

FIGURE 16B

CROSSTABULATION OF PARENT RESPONSES TO "HOW DID YOU FEED YOUR CHILD WHEN S/HE WAS A BABY?" AND ETHNICITY

VAR 14

```
                                number not
                                responding  breast-fed   bottle     both      ROW
             COUNT   I                                                        TOTAL
             ROW PCT I
Ethnicity    COL PCT I
V.77         TOT PCT I       .00I      1.00I      2.00I      3.00I
             --------I--------I--------I--------I--------I
               1.00  I     0   I    17   I   117   I    18   I   152
                     I    .0   I  11.2   I  77.0   I  11.8   I  40.6
             Anglo   I    .0   I  34.7   I  39.8   I  66.7   I
                     I    .0   I   4.5   I  31.3   I   4.8   I
                    -I--------I--------I--------I--------I
               2.00  I     0   I     5   I    68   I     2   I    75
                     I    .0   I   6.7   I  90.7   I   2.7   I  20.1
                     I    .0   I  10.2   I  23.1   I   7.4   I
             Black   I    .0   I   1.3   I  18.2   I    .5   I
                    -I--------I--------I--------I--------I
               3.00  I     4   I    27   I   109   I     7   I   147
                     I   2.7   I  18.4   I  74.1   I   4.8   I  39.3
             Chicano I 100.0   I  55.1   I  37.1   I  25.9   I
                     I   1.1   I   7.2   I  29.1   I   1.9   I
                    -I--------I--------I--------I--------I
             COLUMN          4        49       294        27       374
             TOTAL         1.1      13.1      78.6       7.2     100.0
```

CHI SQUARE = 21.77795 WITH 6 DEGREES OF FREEDOM,
SIGNIFICANCE = .0013

FIGURE 17A

CROSSTABULATION OF PARENT RESPONSES TO "HOW DID YOU FEED YOUR CHILD WHEN S/HE WAS A BABY?" AND REGION

VAR 14

```
                      number not
                      responding    breast-fed     bottle        both
   COUNT    I
   ROW PCT  I                                                              ROW
  REGION    I                                                              TOTAL
  V.78      I      .00I      1.00I      2.00I      3.00I
   ---------I---------I---------I---------I---------I
      1.00  I      0  I      5  I     58  I      4  I     67
            I     .0  I    7.5  I   86.6  I    6.0  I   17.9
  Dallas   -I---------I---------I---------I---------I
      2.00  I      0  I      6  I     27  I      2  I     35
            I     .0  I   17.1  I   77.1  I    5.7  I    9.4
  El Paso  -I---------I---------I---------I---------I
      3.00  I      1  I      9  I     94  I     14  I    118
            I     .8  I    7.6  I   79.7  I   11.9  I   31.6
  Houston  -I---------I---------I---------I---------I
      4.00  I      0  I     11  I     45  I      5  I     61
            I     .0  I   18.0  I   73.8  I    8.2  I   16.3
  Lubbock  -I---------I---------I---------I---------I
      5.00  I      0  I      2  I     28  I      0  I     30
  San       I     .0  I    6.7  I   93.3  I     .0  I    8.0
  Antonio  -I---------I---------I---------I---------I
      6.00  I      3  I     16  I     42  I      2  I     63
  Valley    I    4.8  I   25.4  I   66.7  I    3.2  I   16.8
           -I---------I---------I---------I---------I
   COLUMN          4        49        294        27        374
   TOTAL         1.1      13.1       78.6       7.2      100.0
```

CHI SQUARE = 34.43435 WITH 15 DEGREES OF FREEDOM,
SIGNIFICANCE = .0030

FIGURE 17B

CROSSTABULATION OF PARENT RESPONSES TO "HOW WAS THE BOTTLE FED TO YOUR CHILD?" AND ETHNICITY

VAR 15

COUNT ROW PCT Ethnicity V.77	not applicable .00	held her/him and fed bottle 1.00	propped bottle 2.00	1,2 3.00	ROW TOTAL
1.00 Anglo	15 9.9	124 81.6	5 3.3	8 5.3	152 40.6
2.00 Black	5 6.7	65 86.7	5 6.7	0 .0	75 20.1
3.00 Chicano	27 18.4	86 58.5	23 15.6	11 7.5	147 39.3
COLUMN TOTAL	47 12.6	275 73.5	33 8.8	19 5.1	374 100.0

CHI SQUARE = 33.42482 WITH 6 DEGREES OF FREEDOM, SIGNIFICANCE = .0000

bottle-fed their baby. Significant variation* appears in the responses analyzed by ethnicity. Many more Black parents (91%) than Anglo (76%) or Chicano (77%) ones indicated use of a bottle. Eleven percent of Anglo parents used breast-feeding exclusively and an equal percentage used both. Nineteen percent of Chicano mothers, on the other hand, used breast-feeding, with only 5% indicating use of both breast and bottle. Only 6% of Black mothers chose breast-feeding and still fewer--almost 3%--used both (Figure 16B).

Regional comparison. There is much variation, statistically significant* with a cell modified for calculation, in the regional responses also. Approximately 7% of Dallas, Houston and San Antonio mothers chose breast-feeding in contrast to 17% in El Paso, 18% in Lubbock and 25% in the Valley. Corresponding variations appear in the percentages indicating use of a bottle or of both, with 12% of Houston mothers--only Lubbock came close to that figure with 8%--indicating both breast- and bottle-feeding (Figure 17A).

Parents:	HOW WAS THE BOTTLE FED TO YOUR CHILD?
Practitioners and Professionals:	HOW SHOULD THE BOTTLE BE FED TO BABIES?

Parents. Aside from the 13% who breast-fed their children (Table 12), parents chose to hold the child when feeding the bottle by a large majority of 84%. Significant ethnic variation* appeared in the discrepancy between the 72% of Chicano parents who hold the baby and the slightly more than 90% each of Anglos and Blacks who said they did (Figure 17B).

Practitioners. A large majority (66%) did not respond to this question (Table 83). Of those who did respond (125), 89% of the

---

*at or beyond the .05 level of significance

FIGURE 18A

CROSSTABULATION OF PARENT RESPONSES TO "HOW WAS THE BOTTLE FED TO YOUR CHILD?" AND REGION

VAR 15

COUNT ROW PCT V.78 Region	not applicable .00	held him/ her and fed bottle 1.00	propped up bottle 2.00	1,2 3.00	ROW TOTAL
1.00 Dallas	4 6.0	61 91.0	2 3.0	0 .0	67 17.9
2.00 El Paso	4 11.4	26 74.3	2 5.7	3 8.6	35 9.4
3.00 Houston	9 7.6	97 82.2	5 4.2	7 5.9	118 31.6
4.00 Lubbock	12 19.7	38 62.3	8 13.1	3 4.9	61 16.3
5.00 San Antonio	1 3.3	20 66.7	6 20.0	3 10.0	30 8.0
6.00 Valley	17 27.0	33 52.4	10 15.9	3 4.8	63 16.8
COLUMN TOTAL	47 12.6	275 73.5	33 8.8	19 5.1	374 100.0

CHI SQUARE = 49.34067 WITH 15 DEGREES OF FREEDOM,
SIGNIFICANCE = .0000

Anglos, 91% of the Blacks and 100% of the Chicanos responded that "baby should be held while fed bottle."

Professionals. Only one professional did not respond. All of those responding chose "baby held while fed bottle."

Regional comparison. Significant variation* again appears when the parents' answers are analyzed by regions (Figure 18A). Based on the 308 parents who apparently used a bottle, a majority of 74% indicated that they held the baby when feeding the bottle to it. By regions, however, this percent ranged from 91% of Dallas parents to only 52% of the Valley parents. In between were Houston with 82%, El Paso with 74%, San Antonio with 67% and Lubbock with 62%. A curious regional difference appears in the fact that 27% of Valley parents and 20% of Lubbock parents did not use a bottle at all, a sharp contrast to the others: 11% for El Paso, 8% for Houston, 6% for Dallas and only 3% for San Antonio.

Among the 125 practitioners who responded, there was little regional variation. The only noticeable difference was in El Paso where only 84% of practitioners opted for holding the baby rather than propping the bottle. The range in the other areas was from 92% to 100% for this choice.

Parents:	DID YOU FEED HER/HIM ON A SCHEDULE?
Practitioners:	WHAT KIND OF FEEDING SCHEDULE DO YOU HAVE FOR BABIES?
Professionals:	WHAT KIND OF FEEDING SCHEDULE SHOULD THE CENTER HAVE FOR BABIES?

Parents. Two-hundred twelve parents (57%) reported that when their child was an infant they fed their child on a schedule; the

---

*at or beyond the .05 level of significance

Figure 18B

COMPARISON OF RESPONSES OF THREE SAMPLE GROUPS TO QUESTIONS:

Did you feed your child on a schedule?

Parent V.16

VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
2.00	155	41.4
1.00	212	56.7
3.00	0	.0
4.00	0	.0
6.00	0	.0
7.00	0	.0
8.00	0	.0
-9.00	0	.0
.00	7	1.9
TOTAL	374	100.0

.00 number not responding
2.00 not on a schedule

1.00 on a schedule

What kind of feeding schedule do you have for babies?

Practitioner V.13

VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
1.00	56	15.3
2.00	27	7.4
3.00	29	7.9
4.00	0	.0
6.00	26	7.1
7.00	0	.0
8.00	0	.0
-9.00	0	.0
.00	229	62.4
TOTAL	367	100.0

.00 number not responding
1.00 flexible schedule determined by baby's needs
2.00 schedule determined by parent
3.00 schedule determined by staff
4.00 1,3
6.00 1,2,3
7.00 2,3
8.00 1,2

What kind of feeding schedule should centers have for babies?

Professional V.19

VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
1.00	38	73.1
2.00	6	11.5
3.00	0	0.0
4.00	2	3.8
6.00	1	1.9
7.00	1	1.9
8.00	2	3.8
-9.00	0	.0
.00	2	3.8
TOTAL	52	100.0

.00 number not responding
1.00 flexible schedule determined by baby's needs
2.00 schedule determined by parent
3.00 schedule determined by staff
4.00 1,3
6.00 1,2,3
7.00 2,3
8.00 1,2

FIGURE 19A

CROSSTABULATION OF PRACTITIONER RESPONSES TO "WHAT KIND OF FEEDING SCHEDULE DO YOU HAVE FOR BABIES?" AND REGION

VAR 13

```
                                flexible      schedule      schedule
                                schedule--    determined    determined
                                babies'       by            by staff
                 COUNT  I       needs         parent
                ROW PCT I                                             ROW
                        I                                             TOTAL
Region                  I        1.00I        2.00I        3.00I
VAR064          --------I--------I-----------I-----------I
                1.00    I       7  I      3    I      3    I      13
                        I    53.8  I   23.1    I   23.1    I    11.6
         Dallas        -I--------I-----------I-----------I
                2.00    I       7  I      3    I      8    I      18
                        I    38.9  I   16.7    I   44.4    I    16.1
         El Paso       -I--------I-----------I-----------I
                3.00    I       9  I      1    I      6    I      16
                        I    56.3  I    6.3    I   37.5    I    14.3
         Houston       -I--------I-----------I-----------I
                4.00    I      28  I     13    I      4    I      45
                        I    62.2  I   28.9    I    8.9    I    40.2
         Lubbock       -I--------I-----------I-----------I
                5.00    I       2  I      5    I      5    I      12
                        I    16.7  I   41.7    I   41.7    I    10.7
         San Antonio   -I--------I-----------I-----------I
                6.00    I       3  I      2    I      3    I       8
                        I    37.5  I   25.0    I   37.5    I     7.1
         Valley        -I--------I-----------I-----------I
                COLUMN         56         27          29         112
                TOTAL        50.0       24.1        25.9       100.0

CHI SQUARE =    19.22798 WITH  10 DEGREES OF FREEDOM   SIGNIFICANCE =   .0375
```

BEST COPY AVAILABLE

other 152 parents (41%) reported not using a schedule (Table 14).

Practitioners. Eight percent of the practitioners reported that the center staff determined the babies' feeding schedule, 7% reported the schedule was determined by parents and 15% of the schedules are dictated by the babies' needs (Table 82). Sixty percent of the practitioners did not respond to this question.

Professionals. Professionals (73%) overwhelmingly selected "flexible schedule determined by baby's needs" followed by "schedule determined by parent" with 12% (Table 150).

Sample groups comparison. Practitioner and professional responses varied greatly in regard to prescribing flexible baby feeding schedules determined by the baby's needs, with 73% of the professionals and only 15% of the practitioners recommending this approach (Figure 18B). However, practitioners and professionals were in close agreement with only 7% and 12% respectively responding that the feeding schedules should be determined by the parents. In addition, 8% of the practitioners responded that the staff should determine the feeding schedules.

Regional comparison. Parents' answers are relatively uniform from a regional view, with one provocative exception. Valley parents favored the use of a schedule by a resounding 73%, in contrast to the responses of parents in the other five regions, which ranged from 47% (San Antonio) to 55% from Dallas.

The 112 practitioners who responded, on the other hand, showed a strong regional variation, statistically significant,* in their responses. Figure 19A indicates a range of flexibility, as shown by

---

*at or beyond the .05 level of significance

BEST COPY AVAILABLE

FIGURE 19B

CROSSTABULATION OF PRACTITIONER RESPONSES TO "IS FOOD USED TO REWARD CHILDREN AT MEALTIMES OR OTHER TIMES?" AND REGION

VAR 11

```
    COUNT   I
  ROW PCT   I                              ROW
  REGION    I      yes           no        TOTAL
 V.64       I      1.00I      2.00I
  ----------I--------I--------I
    1.00    I      10  I      60  I        70
            I    14.3  I    85.7  I      19.3
  Dallas   -I--------I--------I
    2.00    I      15  I      25  I        40
            I    37.5  I    62.5  I      11.0
  El Paso  -I--------I--------I
    3.00    I      25  I      94  I       119
            I    21.0  I    79.0  I      32.9
  Houston  -I--------I--------I
    4.00    I      13  I      51  I        64
            I    20.3  I    79.7  I      17.7
  Lubbock  -I--------I--------I
    5.00    I       8  I      20  I        28
  San       I    28.6  I    71.4  I       7.7
  Antonio  -I--------I--------I
    6.00    I       4  I      37  I        41
  Valley    I     9.8  I    90.2  I      11.3
           -I--------I--------I
  COLUMN          75         287          362
  TOTAL         20.7        79.3        100.0
```

CHI SQUARE = 12.68482 WITH 5 DEGREES OF FREEDOM, SIGNIFICANCE = .0265

a value 1.00 response, from 62% of Lubbock practitioners to only 17% of San Antonio practitioners. An interesting regional variation appeared as well in the use of either parent- or staff-determined schedule.

Practitioners: IS FOOD USED TO REWARD CHILDREN AT MEALTIMES OR OTHER TIMES?

IS DEPRIVAL OF FOOD USED AS PUNISHMENT?

Professionals: SHOULD FOOD BE USED TO REWARD OR PUNISH CHILDREN?

Practitioners and professionals. In close agreement in the use of food to reward or punish children, 20% of the practitioners use food to reward children (Table 80) and 10% of the professionals believe that food should be used to reward children (Table 149). Ninety-four percent of the practitioners report that they do not deprive children of food for punishment (Table 82). Twenty-three percent of the Anglos, 18% of the Blacks and 19% of the Chicano practitioners reported that food was generally used to reward children at their centers.

Regional comparison. The responses of practitioners to "Is food used to reward children at mealtimes or other times?" shows a significant regional variation,* ranging from a high of 38% of El Paso area practitioners who answered "yes" to a low of 10% of the Valley practitioners answering "yes." Between these extremes were San Antonio with 29% saying "yes," Houston with 21%, Lubbock area with 20% (representing the entire sample) and Dallas with 14% (Figure 19B).

The responses of practitioners to "Is deprival of food used as punishment?" again document significant regional variation* in practitioners' answers, almost entirely consistent with the variation

---

at or beyond the .05 level of significance

FIGURE 20A

CROSSTABULATION OF PRACTITIONER RESPONSES TO "IS DEPRIVAL OF FOOD USED AS PUNISHMENT?" AND REGION

VAR 12

```
  COUNT    I
ROW PCT    I                                   ROW
           I   yes            no              TOTAL
 REGION    I      1.00I        2.00I
 V_64  ----I--------I--------I
   1.00    I       3 I      67  I        70
           I     4.3 I    95.7  I      19.3
 Dallas   -I--------I--------I
   2.00    I       6 I      35  I        41
           I    14.6 I    85.4  I      11.3
 El Paso  -I--------I--------I
   3.00    I       1 I     118  I       119
           I      .8 I    99.2  I      32.8
 Houston  -I--------I--------I
   4.00    I       6 I      58  I        64
 Lubbock   I     9.4 I    90.6  I      17.6
          -I--------I--------I
   5.00    I       4 I      24  I        28
 San       I    14.3 I    85.7  I       7.7
 Antonio  -I--------I--------I
   6.00    I       0 I      41  I        41
 Valley    I      .0 I   100.0  I      11.3
          -I--------I--------I
 COLUMN           20        343          363
  TOTAL          5.5       94.5        100.0
```

CHI SQUARE = 20.11156 WITH 5 DEGREES OF FREEDOM,
SIGNIFICANCE = .0012

described for the preceding question. Again El Paso practitioners gave the highest percentage of "yes" answers, 15%, and the Valley practitioners were low with none responding positively. San Antonio was again second highest with 14% saying "yes," but Lubbock was third with 9%, Dallas was fourth with 4% and Houston was fifth with .8% (one practitioner) (Figure 20A).

Chicano Parents:	DOES YOUR CHILD LIKE MEXICAN FOOD MORE THAN OTHER FOODS?
Anglo and Black Parents:	DOES YOUR CHILD LIKE MEXICAN FOOD?
Black Parents:	DOES YOUR CHILD LIKE SOUL FOOD MORE THAN OTHER FOODS?
Anglo and Black Parents:	DOES YOUR CHILD LIKE SOUL FOOD?

Seventy-three percent of the 139 Chicanos indicated their children's preference for Mexican food over other foods (Table 16). Seventy-eight percent of Anglo and Black respondents agreed that their children liked Mexican food (Table 17). Soul food, described for the study as including such foods as greens, "chitlins" and pigs feet, was not as popular as Mexican food among the sample populations. Only 65% of the Blacks stated that their children preferred soul food to other foods, and only 52% of the Anglos and Chicanos said that their children liked soul food (Tables 18 and 19).

Chicano Parents: DOES YOUR CHILD LIKE MEXICAN FOOD MORE THAN OTHER FOODS?

Regional comparison. Because the distribution of Chicano parents was regionally uneven as expected, the regional analysis cannot be considered conclusive. It shows a wide variation in the percentages for the six areas. Approximately 85% of Chicano parents in both Houston and the Valley responded "yes;" all of the Chicano parents

(100%) in the Dallas sample responded the same. In Lubbock, 68% said "yes;" 50% of El Paso's, but only one (10%) of the ten San Antonio Chicano parents said "yes."

Anglo and Black Parents only: DOES YOUR CHILD LIKE MEXICAN FOOD?

Regional comparison. The same regionally uneven distribution mentioned in the discussion of the preceding question may also affect regional analysis relative to this question. Of the 227 Anglo and Black parents, 11% chose not to respond. The answers of the balance of these parents show regional variation. Only 50% of those in El Paso said "yes;" approximately three-fourths of the Anglo and Black parents in both Dallas and Lubbock, 80% in Houston, 94% (all but one of 18) in San Antonio and the one Anglo parent in the Valley--there were no Blacks in the Valley sample--also said "yes."

Black Parents: DOES YOUR CHILD LIKE SOUL FOOD MORE THAN OTHER FOODS?

Regional comparison. All but four of the 75 Black parents in the total sample responded. The Valley sample included no Black parents, and there were only two from El Paso, only six each from Lubbock and San Antonio. The Dallas sample included 38, 74% of whom answered "yes." Of Houston's 23 Black respondents, just over half said "yes." Four of the five from San Antonio who answered said "yes," as did three of the five answering from Lubbock. Neither of El Paso's two Black respondents said "yes."

Anglo and Chicano Parents: DOES YOUR CHILD LIKE SOUL FOOD?

Regional comparison. Fully 28% of the potential respondents chose not to answer. Since there was only one Anglo and no Black parents in the Valley sample, it is clear that at least 28 of the

FIGURE 20B

CROSSTABULATION OF PARENT RESPONSES TO "DOES YOUR CHILD LIKE SOUL FOOD?" AND REGION

```
                          VAR 19

                   not
                   applicable     yes         no
 COUNT     I
 ROW PCT   I                                              ROW
REGION     I                                              TOTAL
V.78       I          .00I      1.00I      2.00I
 --------I--------I--------I--------I
   1.00  I     32   I     26   I      9   I     67
         I   47.8   I   38.8   I   13.4   I   17.9
Dallas  -I--------I--------I--------I
   2.00  I     33   I      0   I      2   I     35
         I   94.3   I     .0   I    5.7   I    9.4
El Paso -I--------I--------I--------I
   3.00  I     95   I     12   I     11   I    118
Houston  I   80.5   I   10.2   I    9.3   I   31.6
        -I--------I--------I--------I
   4.00  I     56   I      3   I      2   I     61
Lubbock  I   91.8   I    4.9   I    3.3   I   16.3
        -I--------I--------I--------I
   5.00  I     25   I      4   I      1   I     30
San      I   83.3   I   13.3   I    3.3   I    8.0
Antonio -I--------I--------I--------I
   6.00  I     62   I      1   I      0   I     63
Valley   I   98.4   I    1.6   I     .0   I   16.8
        -I--------I--------I--------I
 COLUMN        303         46         25        374
  TOTAL       81.0       12.3        6.7      100.0
```

CHI SQUARE = 76.39442 WITH 10 DEGREES OF FREEDOM,
SIGNIFICANCE = .0000

BEST COPY AVAILABLE

FIGURE 21A

COMPARISON OF RESPONSES OF THREE SAMPLE GROUPS TO QUESTIONS:

Do you require your child to take afternoon naps or to rest?			Do all children participate in naptime?			Should all children participate in naptime?		
Var. 23.		**Parent**	**Var. 15.**		**Practitioner**	**Var. 21.**		**Professional**
VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
1.00	252	67.4	1.00	321	87.5	1.00	30	57.7
2.00	53	14.2	2.00	45	12.3	2.00	21	40.4
3.00	67	17.9	3.00	0	.0	3.00	0	.0
-9.00	0	.0	-9.00	0	.0	-9.00	0	.0
.00	2	.5	.00	1	.3	.00	1	1.9
TOTAL	374	100.0	TOTAL	367	100.0	TOTAL	52	100.0

1.00 yes
2.00 occasionally
3.00 no

BEST COPY AVAILABLE

FIGURE 21B

CROSSTABULATION OF PARENT RESPONSES TO "DO YOU REQUIRE YOUR CHILD TO TAKE AFTERNOON NAPS OR TO REST?" AND PRACTITIONER RESPONSES TO "DO ALL CHILDREN PARTICIPATE IN NAPTIME?" AND REGION

V.23 **Parent**

COUNT ROW PCT V.78 Region	yes 1.00	occasion-ally 2.00	no 3.00	ROW TOTAL
1.00	48	9	10	67
Dallas	71.6	13.4	14.9	18.0
2.00	20	7	8	35
El Paso	57.1	20.0	22.9	9.4
3.00	65	21	32	118
Houston	55.1	17.8	27.1	31.7
4.00	44	7	10	61
Lubbock	72.1	11.5	16.4	16.4
5.00	22	3	4	29
San Antonio	75.9	[illegible]	13.8	7.8
6.00	53	6	3	62
Valley	85.5	9.7	4.8	16.7
COLUMN TOTAL	252	53	67	372
	67.7	14.2	18.0	100.0

CHI-SQUARE = 22.88648 WITH 10 DEGREES OF FREEDOM, SIGNIFICANCE = .0112

V.15 **Practitioner**

COUNT ROW PCT V.64 Region	yes 1.00	no 2.00	ROW TOTAL
1.00	66	6	72
Dallas	91.7	8.3	19.7
2.00	35	7	42
El Paso	83.3	16.7	11.5
3.00	108	11	119
Houston	90.8	9.2	32.5
4.00	48	16	64
Lubbock	75.0	25.0	17.5
5.00	27	1	28
San Antonio	96.4	3.6	7.7
6.00	37	4	41
Valley	90.2	9.8	11.2
COLUMN TOTAL	321	45	366
	87.7	12.3	100.0

CHI SQUARE= 14.62105 WITH 5 DEGREES OF FREEDOM, SIGNIFICANCE = .0121

34 parents not answering must have been Chicano. Statistically significant variation* appears in these responses. San Antonio with 67% saying "yes" was approximated by the 62% in Dallas (Figure 20B).

Sleeping Behaviors

Parents:	DO YOU REQUIRE YOUR CHILD TO TAKE AFTERNOON NAPS OR TO REST?
Practitioners:	DO ALL CHILDREN PARTICIPATE IN NAPTIME?
Professionals:	SHOULD ALL CHILDREN PARTICIPATE IN NAPTIME?

Parents. Sixty-seven percent require their children to nap or rest, 14% occasionally require their children to nap or rest and 18% do not require afternoon naps or rest of their children (Table 21).

Practitioners. Eighty-eight percent require children to nap and 12% do not (Table 84).

Professionals. Fifty-eight percent responded that all children should participate in naptime, but 40% replied "no" (Table 152).

Sample groups comparison. Although there was general consensus among the three sample groups, more practitioners than parents or professionals reported all children should nap or rest in the afternoon (Figure 21A). However, 40% of the professionals, 12% of the practitioners and 18% of the parents report that all children should not participate in naptime.

Regional comparison. As Figure 21B shows, there is a highly significant regional variation* in the answers of parents and practitioners. The level of "yes" answers by regions is different for parent and practitioner groups. There is a much wider disparity between the 55% of Houston parents and the 85% in the Valley who said "yes" than between the 75% of Lubbock practitioners and the 96% saying "yes" in San Antonio.

---

*at or beyond the .05 level of significance

Parents: WHAT TIME DOES S/HE GO TO BED?

Most children (40%) go to bed between 8 and 9 p.m. with 34% from 9 to 10 p.m., 11% from 7 to 8 p.m., 3% from 6 to 7 p.m. and 5.1% after 10 p.m. (Table 22).

Parents: WHAT TIME DOES S/HE GET UP IN THE MORNING?

Most children (54%) arise between 7 and 8 a.m., 38% from 6 to 7 a.m. and 7% after 8 a.m. (Table 23).

Practitioners: WHAT IS DONE IF A CHILD WON'T GO TO SLEEP OR BE QUIET?

Professionals: WHAT SHOULD A TEACHER DO IF A CHILD WILL NOT GO TO SLEEP OR BE QUIET?

Nineteen percent of the practitioners answered "to sit with child and pat," and 31% reported a combination of any two responses (Table 85). One-quarter of the professionals chose "give a quiet activity to do" and another 35% used a combination of two responses (Table 153).

Toilet-training

Parents: HOW DID YOU TOILET-TRAIN YOUR CHILD

Practitioners: HOW DO YOU HANDLE TOILET-TRAINING IN THIS CENTER?

Professionals: HOW SHOULD TOILET-TRAINING BE HANDLED IN A CHILD CARE CENTER?

Parents. Two approaches dominated the parents'

BEST COPY AVAILABLE

FIGURE 22

CROSSTABULATION OF PRACTITIONER RESPONSES TO "HOW DO YOU HANDLE TOILET-TRAINING IN THIS CENTER?" AND ETHNICITY

VAR 17

COUNT ROW PCT	on a schedule	signal from child	1,2 with any other	5,6 with any other	any two	any three not incl. in 40 or 41	any four or five not incl. in 40 or 41	3 or 4 or 5 or 6*	ROW TOTAL
Ethnicity	1.00	2.00	40.00	41.00	42.00	43.00	44.00	45.00	
Anglo 1.00	21 20.4	7 6.8	8 7.8	7 6.8	44 42.7	6 5.8	5 4.9	5 4.9	103 53.9
Black 2.00	6 17.1	6 17.1	1 2.9	0 .0	15 42.9	1 2.9	1 2.9	5 14.3	35 18.3
Chicano 3.00	12 22.6	14 26.4	5 9.4	1 1.9	10 18.9	2 3.8	0 .0	9 17.0	53 27.7
COLUMN TOTAL	39 20.4	27 14.1	14 7.3	8 4.2	69 36.1	9 4.7	6 3.1	19 9.9	191 100.0

CHI SQUARE = 30.51834 WITH 14 DEGREES OF FREEDOM SIGNIFICANCE = .0065

* cooperate with parents' suggestions	3.00
give child toy or book when on potty	4.00
instruct child clearly	5.00
provide for child to observe other children	6.00

responses. Eighteen percent selected "watch for signal, then put child on potty" and 17% chose "put child on potty on a schedule." Ten percent said they did nothing. A great variety of combinations was used by the 41% who used combination responses. In order to analyze these, a simple grouping was made of combinations including "nagged, scolded, harassed" and another of those that did not. Thirty-six percent used a combination not including "nagged, . . ." and only 5% used a combination including it.

Practitioners and professionals. Although 175 practitioners did not answer this question, there is significant ethnic variation* in the answers of the 191 who did (Figure 22). The key variation is in the response "watch for signal from child." In contrast to the 7% of Anglos who chose this response, 17% of the Blacks and 26% of the Chicanos did. The same percentage of Blacks (17%) chose "on a schedule" as chose " . . . signal from child." However, the 20% of Anglos who chose "on a schedule" is much greater than the 7% who chose " . . . signal from child." Chicanos, like Blacks, were rather evenly divided between their choices of "on a schedule" with 23% and " . . . signal from child" with 26%. The great ethnic variation in the number of practitioners choosing single responses as opposed to combination responses is also evident. More than twice as many Chicano practitioners (66%) used a single response category as did Anglo (32%). Black practitioners using a single response ranged between the other two with 48%. This difference is also apparent in the contrast between the 19% of Chicano practitioners who used a combination response of two categories and the 43% of both Anglo and Black practitioners using such a combination.

---

*at or beyond the .05 level of significance

Similarly, there was little general agreement among professionals with the largest number (19%) responding with a combination of "instruct child clearly" and "provide for child to observe peer model. Seventeen percent chose a combination of any two answers (Table 154).

Sample groups comparison. It is not possible to make absolute comparisons because only three of parent response categories were included among the six available to practitioners and professionals. Because many practitioners in child care centers are not involved in toilet-training, 42% of them did not respond to the question. As a result, the percentages used are based on a new N of 213 who responded.

Approximately as many practitioners (18%) as professionals (17%) chose "put child on potty on a schedule" and it was used by more than a third of each group in combinations. Few professionals used this response, even in combinations. "Watch for signal, then put child on potty" was preferred by almost 13% of practitioners, 12% of professionals and 18% of parents. It was included in many combinations of all three groups. A large majority of both practitioners' and professionals' responses, 60% and 71% respectively, were combinations.

Practitioners
and Professionals: HOW DO YOU HANDLE TOILET ACCIDENTS?

Both groups to whom this question was addressed responded very similarly (Tables 87 and 155). The practitioners' first choice, "change clothes," with 43% was the second choice of professionals (40%). The practitioners' second choice, a combination of "change clothes" with "encourage child to do better," with 41%, was the professionals' first choice, with 46%. Falling far behind was "encourage child to do better," selected by 7% of practitioners and

FIGURE 23

COMPARISON OF RESPONSES OF PRACTITIONERS AND PROFESSIONALS TO "HOW DO YOU HANDLE TOILET ACCIDENTS?"

V.18. Practitioner

VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
1.00	1	.3
2.00	156	42.5
4.00	27	7.4
5.00	1	.3
6.00	150	40.9
7.00	15	4.1
-9.00	0	.0
.00	17	4.6
TOTAL	367	100.0

V.24. Professional

VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
1.00	1	1.9
2.00	21	40.4
3.00	3	5.8
5.00	1	1.9
6.00	24	46.2
-9.00	0	.0
.00	2	3.8
TOTAL	52	100.0

.00	number not responding	.00
1.00	leave wet clothes on child	1.00
2.00	change child's clothes	2.00
4.00	encourage child to do better	3.00
5.00	reprimand/scold child	5.00
6.00	change clothes and encourage	6.00
7.00	2,5 or 4,5 or 2,4,5	-----

BEST COPY AVA E

FIGURE 24

CROSSTABULATION OF PRACTITIONER RESPONSES TO "HOW DO YOU HANDLE TOILET ACCIDENTS?" AND ETHNICITY

VAR 18

Ethnicity	number not responding	leave wet clothes on child	change child's clothes	encourage child to do better	reprimand or scold child	2,4	2,5 or 4,5 or 2,4,5	ROW TOTAL
	.00	1.00	2.00	4.00	5.00	6.00	7.00	
1.00 Anglo	7 4.3	1 .6	56 34.8	10 6.2	0 .0	74 46.0	13 8.1	161 44.0
2.00 Black	8 8.2	0 .0	49 50.0	6 6.1	1 1.0	34 34.7	0 .0	98 26.8
3.00 Chicano	2 1.9	0 .0	51 47.7	11 10.3	0 .0	41 38.3	2 1.9	107 29.2
COLUMN TOTAL	17 4.6	1 .3	156 42.6	27 7.4	1 .3	149 40.7	15 4.1	366 100.0

CHI SQUARE = 20.07 WITH 6 DEGREES OF FREEDOM, SIGNIFICANCE = .001
(with columns .00, 1.00 and 5.00 removed)

6% of professionals. Only one person in each group selected "leave wet clothes on child" and "reprimand or scold child" (Figure 23).

Analysis of the data on practitioners' choices in terms of ethnicity revealed significant variations* (Figure 24). Most practitioners (43%) handle toilet accidents by changing the child's clothes. Another 41% chose the combination of changing the child's clothes and encouraging the child to do better. Although all three ethnic groups (Anglos 35%, Blacks 50% and Chicanos 48%) were in general agreement that toilet accidents are best handled by changing the child's clothes, Blacks and Chicanos were more similar to one another than to Anglos. Again, although the three ethnic groups were in general agreement with 46% of the Anglos, 35% of the Blacks and 38% of the Chicanos choosing the combination of changing the child's clothes and encouraging the child to do better, Black and Chicano responses were more similar to each other than to those of Anglos. When the Chi Square test of significance is used, after collapsing the chart to remove columns labeled .00, 1.00 and 5.00, the relationship is significant at the .05 level.

Practitioners:	WHO IS RESPONSIBLE FOR HANDLING TOILET ACCIDENTS?
Professionals:	WHAT STAFF MEMBER(S) SHOULD BE RESPONSIBLE FOR HANDLING TOILET ACCIDENTS?

Sample groups comparison. All agreed that "whoever is there" should handle toilet accidents, though in different proportions: 44% of practitioners and 71% of professionals. The "teacher or aide" was the choice of 25% of practitioners and 15% of professionals. Another 20% of practitioners chose the "teacher" alone (Tables 88 and 156).

---

*at or beyond the .05 level of significance

BEST COPY AVAILABLE

FIGURE 25

COMPARISON OF RESPONSES OF THREE SAMPLE GROUPS TO QUESTIONS:

How old should a child be when you begin toilet-training? (in months)?

V.29. Parent

VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
1.00	0	.0
2.00	29	7.8
3.00	33	8.8
4.00	88	23.5
5.00	122	32.6
6.00	87	23.3
7.00	12	3.2
8.00	2	.5
-9.00	0	.0
.00	0	.0
TOTAL	374	100.0

2.00 0-8 mos.
3.00 9-10 mos.
4.00 11-12 mos.
5.00 13-18 mos.
6.00 19-24 mos.
7.00 25-30 mos.
8.00 31-36 mos.

How old are children when you start toilet-training?

V.20. Practitioner

VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
1.00	9	2.5
2.00	30	8.2
3.00	5	1.4
4.00	12	3.3
5.00	40	10.9
6.00	80	21.8
7.00	18	4.9
8.00	7	1.9
-9.00	0	.0
.00	166	45.2
TOTAL	367	100.0

1.00 when child begins walking
2.00 when child shows interest
3.00 at 9 mos.
4.00 at 12 mos.
5.00 between 13 and 18 mos.
6.00 between 19 and 24 mos.
7.00 between 25 and 30 mos.
8.00 between 31 and 36 mos.

How old should children be when toilet-training is begun?

V.26. Professional

VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
1.00	1	1.9
2.00	30	57.7
3.00	2	3.8
4.00	0	.0
5.00	9	17.3
6.00	4	7.7
7.00	0	.0
8.00	1	1.9
9.00	2	3.8
-9.00	0	.0
.00	3	5.8
TOTAL	52	100.0

1.00 when child begins walking
2.00 when child shows interest
3.00 at 9 mos.
5.00 18 mos. to 24 mos.
6.00 25 mos. to 30 mos.
8.00 1,2
9.00 2,6

FIGURE 26

CROSSTABULATION OF PARENT RESPONSES TO "HOW OLD SHOULD A CHILD BE WHEN YOU BEGIN TOILET-TRAINING? (IN MONTHS) AND ETHNICITY

VAR 29

```
                        I    0-8      9-10     11-12    13-18    19-24    25-30    31-36
                        I    mos.     mos.     mos.     mos.     mos.     mos.     mos.
               COUNT    I
             ROW PCT    I                                                                   ROW
                        I                                                                   TOTAL
Ethnicity               I    2.00I    3.00I    4.00I    5.00I    6.00I    7.00I    8.00I
VAR077          --------I--------I--------I--------I--------I--------I--------I--------I
                  1.00  I      7 I     10 I     16 I     53 I     58 I      7 I      1 I     152
           Anglo        I    4.6 I    6.6 I   10.5 I   34.9 I   38.2 I    4.6 I     .7 I    40.6
                       -I--------I--------I--------I--------I--------I--------I--------I
                  2.00  I     10 I     10 I     26 I     24 I      5 I      0 I      0 I      75
           Black        I   13.3 I   13.3 I   34.7 I   32.0 I    6.7 I     .0 I     .0 I    20.1
                       -I--------I--------I--------I--------I--------I--------I--------I
                  3.00  I     12 I     13 I     46 I     46 I     24 I      5 I      1 I     147
           Chicano      I    8.2 I    8.8 I   31.3 I   31.3 I   16.3 I    3.4 I     .7 I    39.3
                       -I--------I--------I--------I--------I--------I--------I--------I
                COLUMN        29       33       88      123       87       12        2       374
                 TOTAL       7.8      8.8     23.5     32.9     23.3      3.2       .5     100.0

CHI SQUARE =    56.80514 WITH  12 DEGREES OF FREEDOM   SIGNIFICANCE =   .0000
```

FIGURE 27

CROSSTABULATION OF PRACTITIONER RESPONSES TO "HOW OLD ARE CHILDREN WHEN YOU START TOILET-TRAINING" AND ETHNICITY

VAR 20

Ethnicity VAR 63	COUNT ROW PCT	when child begins walking 1.00	when child shows interest 2.00	at 9 mos. 3.00	at 12 mos. 4.00	between 13 and 18 mos. 5.00	between 19 and 24 mos. 6.00	between 25 and 30 mos. 7.00	between 31 and 36 mos. 8.00	ROW TOTAL
Anglo	1.00	4 3.8	17 16.2	2 1.9	2 1.9	24 22.9	43 41.0	12 11.4	1 1.0	105 52.2
Black	2.00	2 5.1	9 23.1	2 5.1	3 7.7	8 20.5	12 30.8	0 .0	3 7.7	39 19.4
Chicano	3.00	3 5.3	4 7.0	1 1.8	7 12.3	8 14.0	25 43.9	6 10.5	3 5.3	57 28.4
	COLUMN TOTAL	9 4.5	30 14.9	5 2.5	12 6.0	40 19.9	80 39.8	18 9.0	7 3.5	201 100.0

CHI SQUARE = 24.04420 WITH 14 DEGREES OF FREEDOM SIGNIFICANCE = .0453

BEST COPY AVAILABLE

Parents: HOW OLD SHOULD A CHILD BE WHEN YOU BEGIN TOILET-TRAINING?

Practitioners: HOW OLD ARE CHILDREN WHEN YOU START TOILET-TRAINING?

Professionals: HOW OLD SHOULD CHILDREN BE WHEN TOILET-TRAINING IS BEGUN?

Parents. The majority of the parents were in general agreement with 33% responding 13-18 months, 24% 11-12 months and 24% 19-24 months (Figure 25).

Study of the variation in parent responses analyzed by ethnicity revealed its significance.* Black parents consistently chose younger ages than the other two parent groups (Figure 26). Ninety-three percent of Black parents indicated that toilet-training should begin by the age of 18 months, whereas only 50% of Anglo parents and 80% of Chicano parents agreed. No Black parent selected an age range past two years. Thirty-eight percent of Anglo parents chose 19-24 months as the appropriate age. Only 7% of Black parents and 16% of Chicano parents agreed. There was a tie with 31% of Chicano parents supporting 11-12 months and the same percentage supporting 13-18 months. There is a systematic variation in these responses, relating to ethnicity, as evidenced by the Chi Square test of significance, at the .05 level.

Practitioners. Practitioners also varied significantly** in their responses in relation to their ethnicity, as Figure 27 shows. The largest percentage of each ethnic group of practitioners selected

---

*at or beyond the .05 level of significance

**Forty-five percent of the total practitioner group did not answer this question, so the percentages were refigured with a new N of 201.

FIGURE 28

CROSSTABULATION OF PRACTITIONER RESPONSES TO "HOW OLD ARE CHILDREN WHEN YOU BEGIN TOILET-TRAINING?" (IN MONTHS) AND LEVEL OF EDUCATION

VAR 20

Educational level		child begins walking	child shows interest	9 mos.	12 mos.	between 13 and 18 mos.	between 19 and 24 mos.	between 25 and 30 mos.	between 31 and 36 mos.	ROW TOTAL
		1.00	2.00	3.00	4.00	5.00	6.00	7.00	8.00	
number not resp.	.00	0	1	0	1	1	1	0	1	5
		.0	20.0	.0	20.0	20.0	20.0	.0	20.0	2.5
9th or less	1.00	0	0	2	4	1	7	4	1	19
		.0	.0	10.5	21.1	5.3	36.8	21.1	5.3	9.5
2-3 yrs. HS	2.00	0	1	1	1	2	9	1	0	15
		.0	6.7	6.7	6.7	13.3	60.0	6.7	.0	7.5
finished HS	3.00	6	6	0	1	13	31	3	3	63
		9.5	9.5	.0	1.6	20.6	49.2	4.8	4.8	31.3
1-2 yrs. college	4.00	3	9	1	4	21	23	5	1	67
		4.5	13.4	1.5	6.0	31.3	34.3	7.5	1.5	33.3
postgraduate	[illegible]	0	9	1	1	0	6	2	1	20
		.0	45.0	5.0	5.0	.0	30.0	10.0	5.0	10.0
4 yrs. college	[illegible]	0	4	0	0	2	3	3	0	12
		.0	33.3	.0	.0	16.7	25.0	25.0	.0	6.0
COLUMN		9	30	5	12	40	80	16	7	201
TOTAL		4.5	14.9	2.5	6.0	19.9	39.8	8.0	3.5	100.0

BEST COPY AVAILABLE

19-24 months, but in different proportions. Although 166 practitioners did not respond to this question, of those who did, 40% chose "between 19 and 24 months," and 20% chose between 13 and 18 months." The "between 19 and 24 months" response was used by more Chicanos (44%) than Anglos (41%) or Blacks (31%). Of those who chose "between 13 and 18 months," Anglos with 23% chose this category more often than Blacks with 21% or Chicanos with 14%. Almost one-fourth of the Black practitioners indicated "when child shows interest" as the answer. Sixteen percent of the Anglo practitioners gave that response, but only 7% of the Chicano practitioners.

Further analysis of practitioners' responses in relation to their level of education revealed that it did affect the answers (Figure 28). There is a substantial difference in the percentages for the response "when child shows interest" between the levels of one to two years of college or less and finished college and/or postgraduate work. Only 13% of those with one or two years of college selected that response, whereas 33% of those who finished college and 45% of those with postgraduate work chose it, making it the most popular choice of these two groups. For lesser levels of education, "between 18 and 24 months" was chosen by the majority.

Professionals. Among the professionals, the response "when child shows interest" was the choice of 58%. The only other response, chosen by more than 10%, was 18-24 months, which 17% selected. Another 5% used a combination including "when child shows interest" (Table 157).

Sample groups comparison. There were strong variations in the responses of the three groups (Figure 25). A third of the parents selected 13-18 months, which was chosen by only 20% of practitioners* and no professionals (this response category was missing from the professional instrument). Almost 40% of the practitioners stated 19-24 months as the age for beginning toilet-training in their centers. This age range was supported by 23% of the parents and 17% of professionals. Most of the professionals (58%), however, said that the proper time is "when child shows interest," as did 15% of practitioners.

Regional comparison. Though the differences in the parent responses are not statistically significant regionally, there was marked variation. In four of the six regions--all except El Paso and the Valley--parents stated that from 13-18 months was the preferred period to begin toilet-training. The El Paso parents opted for 11-12 months, and the Valley parents chose 11-12 months and 13-18 months equally. In both Lubbock and San Antonio, where more than 40% of the parents chose 13-18 months, the next ranking went to 19-24 months by 36% and 30% respectively. In Dallas and Houston, however, parents gave second rank to 11-12 months.

Practitioners' choices varied tremendously by regions. In Dallas, one-fourth of the practitioners opted for "when child shows interest" as the age for starting toilet-training. The 18-24 months period and the 24-30 months period were each chosen by 21% there. In contrast, 39% of El Paso practitioners chose 12-18 months and 25% chose 18-24 months. Houston practitioners chose 18-24 months by 35% but 21% chose "when child shows interest." A very high 61% of

---

*Forty-five percent of the total practitioner group did not answer this question, so the percentages were regifured with a new N of 201.

FIGURE 29

CROSSTABULATION OF PARENT RESPONSES TO "HOW OLD WAS YOUR CHILD WHEN COMPLETELY TOILET-TRAINED?" (IN MONTHS) AND ETHNICITY

VAR 30

```
                       0-8      9-10     11-12    13-18    19-24    25-30    31-36    37-48
                       mos.     mos.     mos.     mos.     mos.     mos.     mos.     mos.
           COUNT  I                                                                          ROW
         ROW PCT  I                                                                          TOTAL
                  I
Ethnicity         I    2.00I    3.00I    4.00I    5.00I    6.00I    7.00I    8.00I    9.00I
 VAR077   --------I--------I--------I--------I--------I--------I--------I--------I--------I
            1.00  I    15  I     1  I     2  I    18  I    39  I    54  I    17  I     6  I    152
      Anglo       I   9.9  I    .7  I   1.3  I  11.8  I  25.7  I  35.5  I  11.2  I   3.9  I   40.6
                 -I--------I--------I--------I--------I--------I--------I--------I--------I
            2.00  I     5  I     5  I     8  I    23  I    26  I     5  I     2  I     1  I     75
      Black       I   6.7  I   6.7  I  10.7  I  30.7  I  34.7  I   6.7  I   2.7  I   1.3  I   20.1
                 -I--------I--------I--------I--------I--------I--------I--------I--------I
            3.00  I    10  I     1  I    15  I    47  I    36  I    20  I    16  I     2  I    147
      Chicano     I   6.8  I    .7  I  10.2  I  32.0  I  24.5  I  13.6  I  10.9  I   1.4  I   39.3
                 -I--------I--------I--------I--------I--------I--------I--------I--------I
          COLUMN        30         7       25       88      101       79       35        9      374
           TOTAL       8.0       1.9      6.7     23.5     27.0     21.1      9.4      2.4    100.0

 CHI SQUARE =    73.95503 WITH  14 DEGREES OF FREEDOM   SIGNIFICANCE =   .0000
```

Lubbock practitioners selected 18-24 months and 12-18 months was chosen by 20% there. Practitioners in San Antonio agreed with those in Lubbock with almost identical percentages. The Valley practitioners' choices were quite different; a third of them chose 12-18 months, and one-fourth chose between 9 and 12 months, thus agreeing with parents there. Only in the Valley did parents' and practitioners' choices coincide.

Parents: HOW OLD WAS YOUR CHILD WHEN COMPLETELY TOILET-TRAINED?

It is interesting to note that the same general pattern of responses as shown in Table 27 in regard to the beginning of toilet-training appears again in Table 28 which shows the age when the child was completely toilet-trained, but the percentages moved up one age-period later. Slightly more than one-fourth of the parents stated their child was completely trained between 19 and 24 months. Almost one-fourth chose 18-24 months and slightly more than 20% indicated 25-30 months.

The ethnic variation in parent responses is significant* (Figure 29). Approximately 10% of both the Black and Chicano parents stated that their child was trained during the 11th and 12th month, but only 1.3% of Anglo parents named that period. In contrast, almost 10% of Anglo parents named the 0-8 months period, but only 7% of Black and Chicano parents named the earlier period. Considered altogether, the number who indicated that their child was completely toilet-trained by the age of 12 months was 24% for the Blacks, 18% for the Chicanos and 12% for the Anglo parents. The

---

*at or beyond the .05 level of significance

FIGURE 30

CROSSTABULATION OF PARENT RESPONSES TO "IN YOUR HOME WOULD YOU ALLOW LITTLE BOYS AND GIRLS TO USE THE BATHROOM AT THE SAME TIME?" AND ETHNICITY

VAR 31

```
                  COUNT  I     yes            no
                ROW PCT  I                           ROW
                         I                           TOTAL
Ethnicity                I     1.00I     2.00I
 VARC77         ---------I---------I---------I
                  1.00   I      94  I     57  I    151
           Anglo         I    62.3  I   37.7  I    41.0
                        -I---------I---------I
                  2.00   I      16  I     59  I     75
           Black         I    21.3  I   78.7  I    20.4
                        -I---------I---------I
                  3.00   I      34  I    108  I    142
           Chicano       I    23.9  I   76.1  I    38.6
                        -I---------I---------I
                 COLUMN         144       224        368
                  TOTAL        39.1      60.9      100.0

CHI SQUARE =    57.61443 WITH   2 DEGREES OF FREEDOM   SIGNIFICANCE =   .0000
```

discrepancy among groups becomes progressively greater, with 90% of the Black parents indicating complete toilet-training by age two. Seventy-five percent of Chicano parents and only 53% of Anglo parents gave the same indication. Fully 35% of Anglo parents stated 25-30 months, in sharp contrast to 14% of Chicano parents and 7% of Black parents so indicating.

Parents:	IN YOUR HOME, WOULD YOU ALLOW LITTLE BOYS AND GIRLS TO USE THE BATHROOM AT THE SAME TIME?
Practitioners:	DO BOYS AND GIRLS USE THE BATHROOM TOGETHER?
Professionals:	SHOULD BOYS AND GIRLS USE THE BATHROOM AT THE SAME TIME IN A CENTER?

Parents. The overall parent response showed a majority of 60% answering "no," but an analysis by ethnicity gives a different picture (Table 29). As Figure 30 shows, the responses of Anglo parents are almost the exact opposite of Black and Chicano parents, and the different is significant at the .05 level according to the Chi Square test. Almost two-thirds of the Anglo parents answered "yes," but more than three-fourths of the Black and Chicano parents answered "no."

Practitioners. According to the answers of practitioners, center practice seems to recognize parents' preference. As Table 90 shows, 41% of the practitioners answered that boys and girls do use the bathroom together. Of the 57% who said they did not, only 37% chose to answer why not. Table 91 indicates the variety of reasons, with an almost equal number indicating "staff not comfortable about it" as "parents don't approve."

Professionals. Professionals differed both from parents' views and center practice (Table 158). Of the 47 out of 52 who answered,

FIGURE 31

CROSSTABULATION OF PROFESSIONAL RESPONSES TO "SHOULD BOYS AND GIRLS USE THE BATHROOM AT THE SAME TIME IN A CENTER?" AND EDUCATION SPECIALIZATION

VAR 27

```
                                  number not
                        COUNT  I  responding    yes        no       ROW
                      ROW PCT  I                                    TOTAL
                               I
       Area of specialization  I       .00I     1.00I     2.00I
          VAR057       --------I---------I---------I---------I
                          .00  I     1   I     4   I     0   I      5
        number not responding  I  20.0   I  80.0   I    .0   I    9.6
                              -I---------I---------I---------I
                         1.00  I     2   I     5   I     3   I     10
        Elementary Education   I  20.0   I  50.0   I  30.0   I   19.2
                              -I---------I---------I---------I
                         2.00  I     0   I     9   I     2   I     11
        Early Childhood        I    .0   I  81.8   I  18.2   I   21.2
        Education             -I---------I---------I---------I
                         3.00  I     1   I     3   I     0   I      4
        Child Development      I  25.0   I  75.0   I    .0   I    7.7
                              -I---------I---------I---------I
                         4.00  I     0   I     1   I     0   I      1
                               I    .0   I 100.0   I    .0   I    1.9
        Social Work           -I---------I---------I---------I
                         5.00  I     1   I    16   I     4   I     21
                               I   4.8   I  76.2   I  19.0   I   40.4
        Other                 -I---------I---------I---------I
                       COLUMN        5        38         9         52
                       TOTAL       9.6      73.1      17.3      100.0
```

FIGURE 32

CROSSTABULATION OF PARENT RESPONSES TO "IN YOUR HOME, WOULD YOU ALLOW LITTLE BOYS AND GIRLS TO USE THE BATHROOM AT THE SAME TIME?" AND PRACTITIONER RESPONSES TO "DO BOYS AND GIRLS USE THE BATHROOM TOGETHER?" AND REGION

V.31 Parent

V.78 Region	COUNT ROW PCT	yes 1.00	no 2.00	ROW TOTAL
Dallas	1.00	26	41	67
		38.8	61.2	18.2
El Paso	2.00	16	19	35
		45.7	54.3	9.5
Houston	3.00	54	62	116
		46.6	53.4	31.5
Lubbock	4.00	29	31	60
		48.3	51.7	16.3
San Antonio	5.00	11	19	30
		36.7	63.3	8.2
Valley	6.00	8	52	60
		13.3	86.7	16.3
	COLUMN TOTAL	144	224	368
		39.1	60.9	100.0

CHI SQUARE = 22.29613 WITH 5 DEGREES OF FREEDOM, SIGNIFICANCE = .0005

V.21 Practitioner

V. 64 Region	COUNT ROW PCT	yes 1.00	no 2.00	ROW TOTAL
Dallas	1.00	40	30	70
		57.1	42.9	19.4
El Paso	2.00	11	29	40
		27.5	72.5	11.1
Houston	3.00	62	57	119
		52.1	47.9	33.0
Lubbock	4.00	11	52	63
		17.5	82.5	17.5
San Antonio	5.00	12	16	28
		42.9	57.1	7.8
Valley	6.00	16	25	41
		39.0	61.0	11.4
	COLUMN TOTAL	152	209	361
		42.1	57.9	100.0

CHI SQUARE = 30.73447 WITH 5 DEGREES OF FREEDOM, SIGNIFICANCE = .0000

FIGURE 33

CROSSTABULATION OF PARENT RESPONSES TO "WHAT LANGUAGE DO YOU USE WITH YOUR CHILD? AND ETHNICITY

VAR 42

```
                                English   Spanish   English/   English,   English
                                                    Spanish    Spanish,   and
                                                               other      other
                    COUNT   I
                    ROW PCT I                                                        ROW
                            I                                                        TOTAL
                            I     1.00I     2.00I     3.00I     5.00I     6.00I
VAR077              --------I---------I---------I---------I---------I---------I
                     1.00   I   139   I      0  I      8  I      3  I      2  I     152
                    Anglo   I  91.4   I     .0  I    5.3  I    2.0  I    1.3  I    40.8
                           -I---------I---------I---------I---------I---------I
                     2.00   I    73   I      0  I      2  I      0  I      0  I      75
                            I  97.3   I     .0  I    2.7  I     .0  I     .0  I    20.1
                    Black  -I---------I---------I---------I---------I---------I
                     3.00   I    32   I     41  I     73  I      0  I      0  I     146
                    Chicano I  21.9   I   28.1  I   50.0  I     .0  I     .0  I    39.1
                           -I---------I---------I---------I---------I---------I
                    COLUMN      244         41        83         3          2         373
                    TOTAL      65.4       11.0      22.3        .8         .5       100.0
```

81% said "yes." Figure 31 shows the educational specializations according to the responses to this question. Again, a variety of reasons were chosen by the 19% who said "no" (Table 159).

Regional comparison. Figure 32 shows the significant regional variation* in the responses of both parents and practitioners. Among parents, the response of those in the Valley were very different from the others as the 87% responding "no" shows. The next highest "no" percentage was 63% (in San Antonio). In El Paso, Houston and Lubbock, parents said "no" only by a slight majority.

The regional response pattern for practitioners showed different variation. Lubbock practitioners gave a high 83% to the "no" response. In El Paso, 73% said "no"; 61% responded "no" in the Valley. A majority of only 57% in San Antonio chose "no." However, a majority of practitioners in both Dallas and Houston responded "yes."

Verbal Interactions

Parents: WHAT LANGUAGE DO YOU USE WITH YOUR CHILD?

WHAT OTHER LANGUAGE IS SPOKEN TO THE CHILD BY ANYONE?

WHILE YOU ARE AROUND THE HOUSE, WHAT DO YOU TALK TO YOUR CHILD ABOUT?

WHO STARTS THE CONVERSATIONS MOST OF THE TIME, YOU OR YOUR CHILD?

Many questions have been raised about the effect of bilingualism on learning. Parents were asked about the languages spoken to their children. Figure 33 shows the pattern of languages used by the three ethnic groups. English only was used by 92% and 98% respectively

---

*at or beyond the .05 level of significance

BEST COPY AVAILABLE

FIGURE 34

CROSSTABULATION OF PARENT RESPONSES TO "WHAT OTHER LANGUAGE IS SPOKEN TO THE CHILD BY ANYONE?" AND ETHNICITY

VAR 43

```
                               English    Spanish     other
                 COUNT    I
                 ROW PCT  I                                      ROW
                          I                                      TOTAL
Ethnicity                 I     1.00I     2.00I     3.00I
VAR077           ---------I---------I---------I---------I
                   1.00   I      4  I     34  I      8  I     46
                 Anglo    I    8.7  I   73.9  I   17.4  I   32.2
                         -I---------I---------I---------I
                   2.00   I      1  I     12  I      2  I     15
                 Black    I    6.7  I   80.0  I   13.3  I   10.5
                         -I---------I---------I---------I
                   3.00   I     39  I     43  I      0  I     82
                 Chicano  I   47.6  I   52.4  I     .0  I   57.3
                         -I---------I---------I---------I
                 COLUMN         44        89        10       143
                 TOTAL        30.8      62.2       7.0     100.0
```

by Anglos and Blacks, whereas only 22% of the Chicano sample used English only. A slightly higher percentage (28%) of the Chicanos used Spanish only, but exactly 50% said they used both English and Spanish. A very small number of Anglos and Blacks also responded that they used English and Spanish.

Figure 34 illustrates the relationship between the parents' ethnicity and the language spoken by others to their children. Only 143 parents indicated that any language other than English was spoken to their children.

In answers to the topics of conversation around the house, there was some variation among the three ethnic groups. For all three groups, however, conversation with the children at home centered around the "school activities" and "what you are doing" responses, either singly or in combination (Table 43). For Anglos, 30% of the responses indicated "all" listed topics. The response chosen by the largest number of Blacks, the combination of "school activities" and "what you are doing," was closely followed by "school activities" and "what you are doing," with 16%, 15% and 14% respectively. Discussion of "school activities" ranked first in Chicano answers (27%) with the combination receiving 18% and "what you are doing," 17%.

Parents were quite consistent in their responses to "Who starts the conversation most of the time?" (Table 44). A clear majority of 60% answered the "child." Two-thirds of the Anglo and Chicano parents (65% and 69% respectively) and three-fourths (77%) of the Blacks made that choice.

FIGURE 35

CROSSTABULATION OF PARENT RESPONSES TO "WHAT IS THE MOST IMPORTANT CHARACTERISTIC FOR THE CENTER STAFF TO HAVE?" AND ETHNICITY

VAR 46

Ethnicity VAR077	COUNT ROW PCT	belongs to same ethnic group as children 1.00	loving, warm, kind personality 2.00	trained/experienced in teaching children 3.00	ROW TOTAL
1.00 Anglo		0 .0	111 74.0	39 26.0	150 43.0
2.00 Black		0 .0	37 54.4	31 45.6	68 19.5
3.00 Chicano		1 .8	70 53.4	60 45.8	131 37.5
COLUMN TOTAL		1 .3	218 62.5	130 37.2	349 100.0

CHI SQUARE = 14.48 WITH 2 DEGREES OF FREEDOM,
SIGNIFICANCE = .001

(with column 1.00 removed)

Child Care Center

Key questions focused on parent views about child care centers, many of which can be compared to responses of the other two sample groups. For ease of reading, each question is listed first and then followed by discussion of the responses by each population sample individually and comparatively.

Parents: WHAT IS THE MOST IMPORTANT CHARACTERISTIC FOR THE CENTER STAFF TO HAVE?

Practitioners: OF THE FOLLOWING, WHAT IS THE MOST IMPORTANT CHARACTERISTIC FOR STAFF MEMBERS?

Professionals: WHICH OF THE FOLLOWING CHARACTERISTICS IS THE MOST IMPORTANT FOR TEACHERS?

Parents. Although all three parent ethnic groups (63%) agreed that "loving, warm, kind personality" was most important (Table 41), there was a significant difference* in responses. The percentage of Anglo parents was much higher than that of Black or Chicano parents making that choice: 74% compared to 54%, and 53% (Figure 35). The 46% of both Black and Chicano parents who chose "trained, experienced in teaching children" is a much higher proportion than the 26% of the Anglo parents. Only one parent, a Chicano, chose ethnicity as the most important characteristic.

Practitioners. Only one Black teacher chose "to belong to the same ethnic group as the children," and no Anglo or Chicano practitioner made this choice. The majority (63%) chose "a warm, loving personality" as the most important staff attribute (Table 73). Among this majority were 74% of the Anglos, 54% of the Blacks and 54% of the Chicanos.

---

*at or beyond the .05 level of significance

FIGURE 36

CROSSTABULATION OF ETHNICITY AND JOB TITLE FOR PRACTITIONERS RESPONDING "HAVE WARM, LOVING PERSONALITY" TO "OF THE FOLLOWING WHAT IS THE MOST IMPORTANT CHARACTERISTIC FOR STAFF MEMBERS?" (VAR 4)

Response: Have Warm, Loving Personality

Var 63: Ethnicity

COUNT COL PCT JOB TITLE VAR 59	1.00	2.00	3.00	4.00	ROW TOTAL
.00 no response	1 .8	1 1.9	0 .0	0 .0	2
1.00 teacher	51 41.8	20 38.5	27 40.9	1 100.0	99
2.00 director	43 35.2	14 26.9	10 15.2	0 .0	67
3.00 aide	19 15.6	9 17.3	17 25.8	0 .0	45
4.00 cook	2 1.6	3 5.8	6 9.1	0 .0	11
5.00 social worker	0 .0	2 3.8	0 .0	0 .0	2
6.00 program director	2 1.6	0 .0	0 .0	0 .0	2
7.00 housekeeper	1 .8	3 5.8	5 7.6	0 .0	9
9.00 other	3 2.5	0 .0	1 1.5	0 .0	4
COLUMN TOTAL	122 50.6	52 21.6	66 27.4	1 .4	241 100.0

FIGURE 37

CROSSTABULATION OF ETHNICITY AND JOB TITLE FOR PRACTITIONERS RESPONDING "TRAINED/EXPERIENCED TO TEACH CHILDREN" TO "OF THE FOLLOWING, WHAT IS THE MOST IMPORTANT CHARACTERISTIC FOR STAFF MEMBERS? (VAR 4)

Response: Trained/Experienced To Teach Children

Var 63: Ethnicity

COUNT JOB TITLE VAR 59	Anglo 1.00	Black 2.00	Chicano 3.00	ROW TOTAL
.00 no response	0 .0	1 2.9	0 .0	1
1.00 teacher	15 42.9	16 45.7	10 34.5	41
2.00 director	14 40.0	8 22.9	10.3	25
3.00 aide	5 14.3	7 20.0	10 34.5	22
4.00 cook	0 .0	2 5.7	2 6.9	4
7.00 housekeeper	0 .0	0 .0	2 6.9	2
8.00 bus driver	0 .0	0 .0	1 3.4	1
9.00 other	1 2.9	1 2.9	1 3.4	3
COLUMN TOTAL	35 35	35 35	29 29	99 100.0

FIGURE 38

CROSSTABULATION OF PROFESSIONAL RESPONSES TO "WHICH OF THE FOLLOWING CHARACTERISTICS IS THE MOST IMPORTANT FOR TEACHERS?" AND AREA OF SPECIALIZATION

VAR 11

COUNT ROW PCT V.57 Area of Specialization	no answer .00	loving, warm personality 2.00	trained/ experienced to teach children 3.00	ROW TOTAL
.00 number not resp.	0 .0	3 60.0	2 40.0	5 9.6
1.00 Elem. Education	1 10.0	4 40.0	5 50.0	10 19.2
2.00 Early Child. Ed.	1 9.1	5 45.5	5 45.5	11 21.2
3.00 Child Development	1 25.0	1 25.0	2 50.0	4 7.7
4.00 Social Work	0 .0	1 100.0	0 .0	1 1.9
5.00 Other	2 9.5	13 61.9	6 28.6	21 40.4
COLUMN TOTAL	5 9.6	27 51.9	20 38.5	52 100.0

FIGURE 39

COMPARISON OF RESPONSES OF THREE SAMPLE GROUPS TO QUESTION: WHAT IS THE MOST IMPORTANT CHARACTERISTIC FOR THE CENTER STAFF TO HAVE?

V.46.		Parent	V.4.		Practitioner	V.11.		Professional
VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
.00	25	6.7	.00	26	7.1	.00	5	9.6
1.00	1	.3	1.00	1	.3	1.00	0	.0
2.00	218	58.3	2.00	241	65.7	2.00	27	51.9
3.00	130	34.8	3.00	99	27.0	3.00	20	38.5
-9.00	0	.0	-9.00	0	.0	-9.00	0	.0
TOTAL	374	100.0	TOTAL	367	100.0	TOTAL	52	100.0

.00 number not responding
1.00 belongs to same ethnic group as children
2.00 loving, warm, kind personality
3.00 trained/experienced in teaching children

Of these Anglos, 42% were teachers, 35% directors, 16% aides and 18% cooks (Figure 36). Of these Blacks, 39% were teachers, 21% directors, 29% aides, 27% cooks and 3.8% social workers. Of these Chicanos, 41% were teachers, 15% directors, 26% aides and 55% cooks.

The 27% of the practitioners who answered that the most important staff attribute was "to be trained/experienced to teach children," included 35% of the Anglos, 35% of the Blacks and 29% of the Chicanos. Of these Anglos, 43% were teachers, 40% directors and 14% aides. (Figure 37). Of these Blacks, 46% were teachers, 23% directors and 20% aides. Of these Chicanos, 35% were teachers, 10% were directors and 35% were aides.

There were similar responses across the teacher ethnic groups who chose this attribute as evidenced by their responses. Thirty-nine percent of the Black teachers, 37% of the Anglo teachers and 24% of the Chicano teachers selected the trained/experienced category. However, the director ethnic groups varied with Anglo (40%) and Black (23%) directors agreeing more closely that a trained/experienced staff member is most highly desired as compared to only 10% of the Chicano directors. In the aide category, 31% were Black aides, who chose this attribute compared to 46% of the Chicano aides and 23% of the Anglo aides.

Professionals. Fifty-two percent of the professionals chose "warm, loving personality" as the most important characteristic (Table 142). It is interesting to note that 62% of the professionals with specializations not related to young children made this choice. "Trained/experienced" was selected by 39% of the total professional group (Figure 38).

Sample groups comparison. The same pattern of responses holds true in comparing the three populations groups (Figure 39). All three

FIGURE 40

CROSSTABULATION OF PARENT AND PRACTITIONER RESPONSES TO "WHAT IS THE MOST IMPORTANT CHARACTERISTIC FOR CENTER STAFF MEMBERS TO HAVE?" AND REGION

Var. 46 Parent

COUNT ROW PCT V.78 Region	same ethnic group 1.00	warm, loving personality 2.00	trained/ experienced to teach 3.00	ROW TOTAL
1.00 Dallas	0 .0	35 59.3	24 40.7	59 16.9
2.00 El Paso	1 3.0	22 66.7	10 30.3	33 9.5
3.00 Houston	0 .0	63 53.8	54 46.2	117 33.5
4.00 Lubbock	0 .0	49 80.3	12 19.7	61 17.5
5.00 San Antonio	0 .0	22 75.9	7 24.1	29 8.3
6.00 Valley	0 .0	27 54.0	23 46.0	50 14.3
COLUMN TOTAL	1 .3	218 62.5	130 37.2	349 100.0

CHI SQUARE = 26.20656 WITH 10 DEGREES OF FREEDOM, SINGIFICANT = .0035

Var. 4 Practitioner

COUNT ROW PCT V.64 Region	same ethnic group 1.00	warm, loving personality 2.00	trained/ experienced to teach 3.00	ROW TOTAL
1.00 Dallas	0 .0	41 68.3	19 31.7	60 17.6
2.00 El Paso	0 .0	31 79.5	8 20.5	39 11.4
3.00 Houston	1 .8	77 65.3	40 33.9	118 34.6
4.00 Lubbock	0 .0	44 68.8	20 31.3	64 18.8
5.00 San Antonio	0 .0	21 77.8	6 22.2	27 7.9
6.00 Valley	0 .0	27 81.8	6 18.2	33 9.7
COLUMN TOTAL	1 .3	241 70.7	99 29.0	341 100.0

FIGURE 41

CROSSTABULATION OF PARENT RESPONSES TO "WHAT IS THE MOST IMPORTANT THING THE CENTER SHOULD DO FOR YOUR CHILD?" AND ETHNICITY

VAR 47

```
                           help him learn--  take good care   see that s/he
                           teach him         of him           gets good food
              COUNT    I
              ROW PCT  I                                                     ROW
                       I                                                     TOTAL
Ethnicity              I     1.00I      2.00I      3.00I
VAR077        ---------I---------I---------I---------I
                 1.00  I     75  I     76  I      0  I     151
              Anglo    I   49.7  I   50.3  I     .0  I    44.8
                      -I---------I---------I---------I
                 2.00  I     51  I     12  I      2  I      65
              Black    I   78.5  I   18.5  I    3.1  I    19.3
                      -I---------I---------I---------I
                 3.00  I     93  I     26  I      2  I     121
              Chicano  I   76.9  I   21.5  I    1.7  I    35.9
                      -I---------I---------I---------I
              COLUMN        219        114         4        337
              TOTAL        65.0       33.8       1.2      100.0
```

CHI SQUARE = 31.05 WITH 2 DEGREES OF FREEDOM,
SIGNIFICANCE = .001
(with column 3.00 removed)

agreed that loving, warm, kind personality" was most important. More parents (35%) selected "trained/experienced" as their choice than did the practitioners (27%).

Regional comparison. There was significant regional variation* in parents' responses--a spread of 26 percentage points between the 54% in Houston who selected "warm, loving personality" and Lubbock with 80% (Figure 40). Practitioners showed less regional variation, with a range of only 65% to 82% choosing "warm, loving personality."

Parents:	WHAT IS THE MOST IMPORTANT THING THE CENTER SHOULD DO FOR YOUR CHILD?
Practitioners and Professionals:	WHAT ARE THE THREE MOST IMPORTANT THINGS A CENTER DOES/SHOULD DO FOR CHILDREN?

Because the question was asked of parents in a form different from the one used for the other two population samples, it is not possible to compare the answers exactly. Parents were simply asked for the most important, while practitioners and professionals were asked to name the three most important things a center should do for children (though some named only one or two).

Parents. Responses utilized only three of the possible categories listed (Table 42). The majority (59%) chose "to help child learn--teach her/him" as most important with 31% selecting "take good care of him." Only 1% chose "to see that s/he gets good food." Interestingly, 10% did not respond to this question.

Significant ethnic variation* occurred again, as Black and Chicano parents responded similarly to each other (Figure 41). More than three-fourths of Black and Chicano parents chose the response "help child learn--teach her/him," whereas only one-half of the Anglos made that choice.

---

*at or beyond the .05 level of significance

FIGURE 42

COMPARISON OF RESPONSES OF THREE SAMPLE GROUPS TO QUESTION: WHAT ARE THREE MOST IMPORTANT THINGS A CENTER SHOULD DO FOR CHILDREN?

	*Parent			Practitioner			Professional		
CATEGORY	var.#	f	%	var.#	f	%	var.#	f	%
provides for physical needs	47-2	114	30.5	23	106	28.9	29	9	17.3
helps families with problems				24	30	8.2	30	6	11.5
develops self-concept				25	68	18.5	31	22	42.3
develops socialization skills				26	175	47.7	32	15	28.8
provides good educational program	47-1	219	58.6	27	128	34.9	33	21	40.4
builds positive child/adult relationship				28	113	30.8	34	16	30.8
develops language skills				29	27	7.4	35	0	0
provides good environment				30	61	16.6	36	20	38.5
prepares children for school				31	63	17.2	37	1	1.9
gives proper food	47-3	4	1.1	32	62	16.9	38	1	1.9
develops creativity, curiosity and cognition				33	58	15.8	39	16	30.8
promotes autonomy				34	45	12.3	40	5	9.6
models appropriate behavior				35	1	.3	41	3	5.8
has good discipline				36	28	7.6	42	1	1.9
no. not responding	0	37	9.9						
TOTAL		374	100.0		369	100.0		52	100.0

*Parent Group asked to name only one

Practitioners. The three most important services rendered by a center were listed as develops socialization skills (48%), provides a good educational program (35%) and builds positive child/adult relationship (31%). Following these were provides for physical needs (29%), develops self-concept (19%) and prepares children for school (18%) (Tables 92-105).

Professionals. Professionals were in general accord in selecting "develops self-concept" (42%), "provides good educational program" (40%), "provides good environment (39%). "Develops creativity, curiosity and cognition" and "builds positive child/adult relationship" tied next with 31% each. The balance of the responses were randomly scattered over the remaining answers (Tables 160-173).

Sample groups comparison. The parent group's highest response category, "help him learn--teach him," chosen by 58%, was compared to the category "provides good educational program." Thirty-three percent of the practitioners and 40% of the professionals named it as one of the three, ranking it second for both groups (Figure 42).

The parent group's second choice (31%), "take care of," was compared to the response category "provides for physical needs," for the other two groups. Ranking fourth among practitioners' choices, it was named by 29% of practitioners and ranked seventh among the professionals' choices with 17%.

The responses of the practitioner and professional groups were more easily comparable to each other than to those of the parents. The ranking of their choices differed noticeably.

"Develops socialization skills" was placed among the three choices by 48% of the practitioners, ranking it first for that group. The

Figure 43

CROSSTABULATION OF PARENT RESPONSES TO "WHAT IS THE MOST IMPORTANT THING THE CENTER SHOULD DO FOR YOUR CHILD?" AND PRACTITIONER RESPONSES TO "WHAT ARE THE THREE MOST IMPORTANT THINGS YOUR CENTER DOES FOR CHILDREN?" AND REGION

V.47 V.23-36	Parent 2.00 (47)	Pract. 23	Pract. 24	Pract. 25	Pract. 26	Parent 1.00 (47)	Pract. 27	Pract. 28	Pract. 29	Pract. 30	Pract. 31	Parent 3.00 (47)	Pract. 32	Pract. 33	Pract. 34	Pract. 35	Pract. 36
1.0 Dallas	14 23.7*	19 26.4	7 9.7	21 29.1	36 50.0	45 76.3	16 22.0	17 23.6	5 6.9	11 15.3	10 13.9	0 0	14 19.4	13 18.1	12 16.7	0 0	5 6.9
2.00 El Paso	19 54.3	15 34.8	2 4.6	6 13.9	19 44.2	16 45.7	10 23.3	16 37.2	4 9.3	8 18.6	2 4.6	0 0	7 16.3	7 16.3	2 4.6	0 0	7 16.3
Houston	44 38.6	26 4.8	10 8.3	19 15.9	58 48.7	68 59.6	48 40.3	41 34.5	4 3.4	22 18.5	29 24.4	2 1.8	9 7.6	21 17.6	20 16.8	0 0	9 7.6
4.00 Lubbock	24 42.9	19 29.7	6 9.4	11 17.2	43 67.2	31 55.4	20 31.3	17 26.6	1 1.6	7 10.9	19 29.7	1 1.8	19 29.7	6 9.4	10 15.6	1 1.6	2 3.1
San Antonio	10 38.5	9 32.1	2 7.1	3 10.7	8 28.6	15 57.7	15 53.6	15 53.6	3 10.7	9 32.1	1 3.6	1 3.8	3 10.7	3 10.7	1 3.6	0 0	4 14.3
5.00 Valley	3 6.4	18 43.9	3 7.3	8 19.5	11 26.8	44 93.6	19 46.3	7 17.1	10 24.4	4 9.8	2 4.9	0 0	10 24.4	8 19.5	0 0	0 0	1 2.4
TOTAL	114 33.8	106 28.9	30 8.2	68 18.5	175 47.7	219 65.0	128 34.9	113 30.8	27 7.4	61 16.6	63 17.2	4 1.2	62 16.9	58 15.8	45 12.3	1 .3	28 7.6

*lower figure in each box represents the percentage of total practitioners (or parents) in each region

CHI SQUARE = 44.02 WITH 10 DEGREES OF FREEDOM, SIGNIFICANCE = .001

For Parent V. 47 with column 3.00 removed

FIGURE 44

CROSSTABULATION OF PARENT RESPONSES TO "WHAT IS THE MOST IMPORTANT THING THE CENTER SHOULD TEACH YOUR CHILD?" AND ETHNICITY

VAR 48

```
                                                        to behave right--
                                                        follow directions
                           to be ready  to take care  to get along       to speak good
          COUNT    I       for school   of self       with others        English
          ROW PCT  I                                                                    ROW
                   I                                                                    TOTAL
Ethnicity          I       1.00I        2.00I        3.00I        4.00I        5.00I
VAR077    ---------I---------I---------I---------I---------I---------I
          1.00     I    22   I    14   I    95   I    18   I     0   I      149
   Anglo           I  14.8   I   9.4   I  63.8   I  12.1   I    .0   I     44.5
                  -I---------I---------I---------I---------I---------I
          2.00     I    30   I     2   I    16   I    16   I     0   I       64
   Black           I  46.9   I   3.1   I  25.0   I  25.0   I    .0   I     19.1
                  -I---------I---------I---------I---------I---------I
          3.00     I    54   I     8   I    45   I    12   I     3   I      122
   Chic[redacted]  I  44.3   I   6.6   I  36.9   I   9.8   I   2.5   I     36.4
                  -I---------I---------I---------I---------I---------I
          COLUMN       106        29        156        46         3          335
          TOTAL       31.6       7.2       46.6      13.7        .9        100.0
```

CHI SQUARE = 52.24 WITH 6 DEGREES OF FREEDOM, SIGNIFICANCE = .001
(with column 5.00 removed)

professionals' ranking for that category was sixth. The professional group's highest priority went to "develops self-concept," chosen by 42%, quite different from the practitioners' ranking of this category as fifth, as it was chosen by only 19%.

The choices of the practitioner and professional groups resulted in different response patterns. As Figure 42 indicates, the top four choices of the practitioners were each selected by 29-48% of the respondents in that group. The next six in rank order were each selected by 13-19%. In the professional group, six categories received the vote of from 29 to 42% for the top three, the next two were selected by 17% and 12% for top three ranking and all the rest were chosen for top three ranking by fewer than 10%.

Regional comparison. Figure 43 illustrates the significant regional variation* in responses of both parents and practitioners. A direct comparison by regions of parents' and practitioners' responses cannot be made because parents could choose only one response whereas practitioners could select three. In terms of the percentage of the total sample population responding in each region, there is a considerable range on almost every variable.

Parents:	WHAT IS THE MOST IMPORTANT THING THE CENTER SHOULD TEACH YOUR CHILD?
Practitioners and Professionals:	OF THE FOLLOWING, WHAT IS MOST IMPORTANT FOR CHILDREN TO LEARN AT A CHILD CARE CENTER?

Parents. There were five categories from which the parents were asked to choose (Table 43). The results for the total parent group varied a great deal from those for any of the three ethnic subgroups, which also varied significantly* from each other. Figure 44 shows the variation clearly. Whereas "to get along with others" was

---

*at or beyond the .05 level of significance

BEST COPY AVAILABLE

FIGURE 45

CROSSTABULATION OF PRACTITIONER RESPONSES TO "OF THE FOLLOWING, WHAT IS MOST IMPORTANT FOR CHILDREN TO LEARN AT YOUR CENTER?" AND ETHNICITY

VAR 38

COUNT ROW PCT V.63 Ethnicity	to get along with others 1.00	cognitive skills 2.00	to speak correct English 3.00	to take care of self 4.00	ROW TOTAL
1.00	123 82.0	15 10.0	0 .0	12 8.0	150 45.3
2.00	61 70.9	14 16.3	2 2.3	9 10.5	86 26.0
3.00	71 74.7	15 15.8	4 4.2	5 5.3	95 28.7
COLUMN TOTAL	255 77.0	44 13.3	6 1.8	26 7.9	331 100.0

BEST COPY AVAILABLE

FIGURE 46

CROSSTABULATION OF PRACTITIONER RESPONSES TO "OF THE FOLLOWING, WHAT IS MOST IMPORTANT FOR CHILDREN TO LEARN AT YOUR CENTER?" AND ETHNICITY OF CHILDREN IN CENTER

VAR 38

VAR 57 Ethnicity of children in group or total center	COUNT ROW PCT	get along with others 1.00	cognitive skills 2.00	speak correct English 3.00	take care of self 4.00	ROW TOTAL
no response	.00	3	0	0	0	3
		100.0	.0	.0	.0	.9
at least 80% Anglo	1.00	103	8	0	11	122
		84.4	6.6	.0	9.0	36.7
at least 80% Black	2.00	52	12	2	7	73
		71.2	16.4	2.7	9.6	22.0
at least 80% Chicano	3.00	63	13	4	4	84
		75.0	15.5	4.8	4.8	25.3
Anglo, Black, Chicano	4.00	28	11	0	3	42
		66.7	26.2	.0	7.1	12.7
2,3	5.00	7	0	0	1	8
		87.5	.0	.0	12.5	2.4
	COLUMN TOTAL	256	44	6	26	332
		77.1	13.3	1.8	7.8	100.0

ranked as most important by 47% of the total parent group responding, it was actually the first choice of only one ethnic group, Anglo parents, who chose it by a resounding two-thirds majority. Only slightly more than a third of Chicano parents and exactly one-fourth of Black parents made this choice.

First choice of both Black and Chicano parents was "to be ready for school" by 47% and 44% respectively, a sharp contrast to the 15% of Anglos who selected that response. Tying for second rank among Black parents, with 25%, was the response "to behave right," but only 12% of the Anglo parents and 10% of Chicano parents made that selection.

Practitioners. Seventy percent chose "to get along with others," a sharp contrast to the 13% who chose "cognitive skills" (Table 107). "To get along with others" was chosen by 82% of the Anglos, 71% of the Blacks and 75% of the Chicanos (Figure 45). "Cognitive skills" was chosen by 10% of the Anglos and 16% of both Blacks and Chicanos. "To speak correct English" was not chosen by any Anglos, but was chosen by 2% of the Blacks and 4% of the Chicanos. "To take care of self" was chosen by 8% of the Anglos, 11% of the Blacks and 5% of the Chicano practitioners.

When analyzed in relation to the ethnicity of children in the centers, practitioners regardless of center ethnic composition overwhelmingly chose "to get along with others" by 77% (Figure 46). Practitioners from Anglo centers (84%) chose this response more often than those from Chicano centers (75%), Black centers (71%) and tri-ethnic centers (67%).

Practitioners' second ranked choice, "cognitive skills," was selected by only 13%. Some variation occurred with tri-ethnic center practitioners (26%) choosing this category as compared to 16% from both Chicano centers and predominantly Black centers, and only 7% from predominantly Anglo centers. The third ranked choice, "to take care of self," chosen by only 8% of the practitioners, showed little differentiation in relation to center ethnic composition. The last choice, "speak correct English," was selected by only 2% of the practitioners. However, although predominantly Chicano centers (5%) and predominantly Black centers (3%) chose this category, no practitioners from tri-ethnic centers did so.

Professionals. Although given the opportunity to chose "to speak correct English" as the most important for children to learn at a center, no professional selected it. Instead 60% of the professionals chose "to get along with others," 21% chose "to take care of self" and 2% chose "cognitive skills." Seventeen percent either did not answer this question or gave more than one answer (Table 175).

Sample groups comparison. The response, "to behave right," on the parent questionnaire does not have a comparison on the forms used with the practitioner and professional groups, so only the other four possible responses can be compared. Across all three population groups, the same response, "to get along with others,"

FIGURE 47

COMPARISON OF PARENT RESPONSES TO "WHAT IS THE MOST IMPORTANT THING THE CENTER SHOULD TEACH YOUR CHILD?" AND PRACTITIONER AND PROFESSIONAL RESPONSES TO "OF THE FOLLOWING, WHAT IS MOST IMPORTANT FOR CHILDREN TO LEARN AT A CHILD CARE CENTER?"

V.48	Parent		V.38	Practitioner		V.44	Professional	
VALUE	F	%	VALUE	F	%	VALUE	F	%
3.00	156	41.4	1.00	256	69.8	1.00	31	59.6
1.00	106	28.3	2.00	44	12.0	2.00	1	1.9
5.00	3	.8	3.00	6	1.6	3.00	0	.0
2.00	24	6.4	4.00	26	7.1	4.00	11	21.2
-9.00	0	.0	-9.00	0	.0	-9.00	0	.0
.00	39	10.4	.00	35	9.5	.00	9	17.3
	---	-----	-----	---	-----	-----	--	-----
*TOTAL	374	100.0	TOTAL	367	100.0	TOTAL	52	100.0

*Includes 4.00 46 12.3
(a category not in other two forms)

1.00 to be ready for school
2.00 to take care of self
3.00 to get along with others
4.00 to behave right
5.00 to speak good English
.00 invalid answer

1.00 to get along with others
2.00 to be ready for school
3.00 to speak good English
4.00 to take care of self

.00 invalid answer

FIGURE 48

CROSSTABULATION OF PARENT RESPONSES TO "WHAT IS THE MOST IMPORTANT THING THE CENTER SHOULD TEACH YOUR CHILD?" AND REGION

VAR 48

COUNT ROW PCT V.78 Region	to be ready for school 1.00	to take care of self 2.00	to get along with others 3.00	to behave right 4.00	to speak good English 5.00	ROW TOTAL
1.00	19	5	22	11	0	57
Dallas	33.3	8.8	38.6	19.3	.0	17.0
2.00	3	5	21	4	0	33
El Paso	9.1	15.2	63.6	12.1	.0	9.9
3.00	45	9	49	15	0	118
Houston	38.1	7.6	41.5	12.7	.0	35.2
4.00	4	3	39	8	0	54
Lubbock	7.4	5.6	72.2	14.8	.0	16.1
5.00	3	1	16	5	0	25
San Antonio	12.0	4.0	64.0	20.0	.0	7.5
6.00	32	1	9	3	3	48
Valley	66.7	2.1	18.8	6.3	6.3	14.3
COLUMN TOTAL	106	24	156	46	3	335
	31.6	7.2	46.6	13.7	.9	100.0

CHI SQUARE = 41.63 WITH 5 DEGREES OF FREEDOM,
SIGNIFICANCE = .001
(with column 5.00 removed)

was the most popular choice. Practitioners strongly favored this response by 70%. Both parents and practitioners ranked "to be ready for school" second, but by noticeably different margins, and only one professional chose that response. Figure 47 shows the total choices of the three groups. It is notable that 10-17% of the respondents were unable to make a choice.

Regional comparison. Again there was significant regional variation.* In all regions except the Valley, the majority of parents chose "to get along with others," as did the majority of practitioners in all regions. A majority of Valley parents, in contrast, chose "to be ready for school." Some variation appeared in the second ranked choices. Almost as many Dallas and Houston parents chose "to be ready for school" as had chosen their first choices, "to get along with others." Dallas practitioners were alone in ranking "to take care of self" second. Practitioners in all other regions ranked "cognitive skills" second, in Dallas it was ranked third (Figure 48).

Only in El Paso was "to take care of self" ranked second by parents. Lubbock and San Antonio parents' second choice was "to behave right." Valley parents' second choice was "to get along with others," the first choice of parents in the other five regions.

---

*at or beyond the .05 level of significance

FIGURE 49

CROSSTABULATION OF PARENT RESPONSES TO "WHAT IS THE MOST IMPORTANT KIND OF ACTIVITY THE CENTER SHOULD OFFER YOUR CHILD?" AND ETHNICITY

VAR 49

```
                        academic   creative   physical
           COUNT    I
          ROW PCT   I                                     ROW
                    I                                    TOTAL
Ethnicity           I     1.00I     2.00I     3.00I
VAR077     ---------I---------I---------I---------I
            1.00    I     41  I     72  I     38  I     151
   Anglo            I   27.2  I   47.7  I   25.2  I    42.7
                   -I---------I---------I---------I
            2.00    I     29  I     25  I     15  I      69
                    I   42.0  I   36.2  I   21.7  I    19.5
   Black           -I---------I---------I---------I
            3.00    I     74  I     33  I     27  I     134
                    I   55.2  I   24.6  I   20.1  I    37.9
   Chicano         -I---------I---------I---------I
          COLUMN         144        130         80       354
           TOTAL        40.7       36.7       22.6     100.0
```

BEST COPY AVAILABLE

FIGURE 50

CROSSTABULATION OF PRACTITIONER RESPONSES TO "OF THE FOLLOWING, WHAT IS THE MOST IMPORTANT KIND OF ACTIVITY YOU PROVIDE FOR CHILDREN?" AND ETHNICITY

VAR 37

Ethnicity VAR63	COUNT ROW PCT	academic 1.00	creative 2.00	physical 3.00	ROW TOTAL
Anglo	1.00	32 21.1	80 52.6	40 26.3	152 46.3
Black	2.00	34 40.0	38 44.7	13 15.3	85 25.9
Chicano	3.00	31 34.1	44 48.4	16 17.6	91 27.7
	COLUMN TOTAL	97 29.6	162 49.4	69 21.0	328 100.0

CHI SQUARE = 12.06054 WITH 4 DEGREES OF FREEDOM,
SIGNIFICANCE = .0169

Parents:	WHAT IS THE MOST IMPORTANT KIND OF ACTIVITY THE CENTER SHOULD OFFER YOUR CHILD?
Practitioners:	OF THE FOLLOWING, WHAT IS THE MOST IMPORTANT KIND OF ACTIVITY YOU PROVIDE FOR CHILDREN?
Professionals:	OF THE FOLLOWING, WHAT IS THE MOST IMPORTANT KIND OF ACTIVITY A CHILD CARE CENTER SHOULD PROVIDE FOR CHILDREN?

Parents. Again, there is an important discrepancy between the responses of the total parent group and the responses of the three ethnic subgroups. Figure 49 highlights the differences. Though the Black and Chicano groups rank ordered the three responses identically, the proportions vary. In contrast to the Black and Chicano groups' first choice of "academic," the Anglo parents chose "creative," and then ranked "academic" and "physical" almost equally. There is a systematic association between the ethnicity variable and the choice of activity significant at the .05 level. This association is evidenced by the obtained value of Chi Square exceeding the required value of Chi Square at the .05 significance level.

Practitioners. The majority, 50%, responded "creative," followed by 30% who chose "academic" and only 21% for physical. Twenty-one percent of the Anglos, 40% of the Blacks and 34% of the Chicanos chose academic. Fifty-three percent of the Anglos, 45% of the Blacks and 48% of the Chicanos chose creative. Only 26% of the Anglos, 15% of the Blacks and 18% of the Chicanos chose physical. Figure 50 shows this significant data.*

Professionals. A significant number (21%) did not respond. However, 48% responded "physical" and 29% selected "creative." Only one professional chose "academic" (Table 174).

---

*at or beyond the .05 level of significance

FIGURE 51A

COMPARISON OF RESPONSES OF THREE SAMPLE GROUPS TO QUESTION: "WHAT IS THE MOST IMPORTANT KIND OF ACTIVITY THE CENTER SHOULD OFFER YOUR CHILD?"

V.49	Parent		V.37	Practitioner		V.43	Professional	
VALUE	F	%	VALUE	F	%	VALUE	F	%
1.00	144	38.5	1.00	97	26.4	1.00	1	1.9
2.00	130	34.8	2.00	163	44.4	2.00	15	28.8
3.00	80	21.4	3.00	69	18.8	3.00	25	48.1
-9.00	0	.0	-9.00	0	.0	-9.00	0	.0
.00	20	5.3	.00	38	10.4	.00	11	21.2
TOTAL	374	100.0	TOTAL	367	100.0	TOTAL	52	100.0

1.00	academic
2.00	creative
3.00	physical
.00	invalid answer

FIGURE 51B

CROSSTABULATION OF PARENT AND PRACTITIONER RESPONSE TO "WHAT IS THE MOST IMPORTANT KIND OF ACTIVITY THE CENTER SHOULD OFFER YOUR CHILD? AND REGION

Var. 49 Parent

COUNT ROW PCT V.78 Region	academic 1.00	creative 2.00	physical 3.00	ROW TOTAL
1.00 Dallas	19 31.1	26 42.6	16 26.2	61 17.2
2.00 El Paso	10 29.4	16 47.1	8 23.5	34 9.6
3.00 Houston	50 43.1	36 31.0	30 25.9	116 32.8
4.00 Lubbock	17 28.3	30 50.0	13 21.7	60 16.9
5.00 San Antonio	12 41.4	14 48.3	3 10.3	29 8.2
6.00 Valley	36 66.7	8 14.8	10 18.5	54 15.3
COLUMN TOTAL	144 40.7	130 36.7	80 22.6	354 100.0

CHI SQUARE = 30.65266 WITH 10 DEGREES OF FREEDOM, SIGNIFICANCE = .0007

Var. 37 Practitioner

COUNT ROW PCT V.64 Region	academic 1.00	creative 2.00	physical 3.00	ROW TOTAL
1.00 Dallas	20 35.7	29 51.8	7 12.5	56 17.0
2.00 El Paso	4 10.8	23 62.2	10 27.0	37 11.2
3.00 Houston	39 32.8	50 42.0	30 25.2	119 36.2
4.00 Lubbock	24 38.7	26 41.9	12 19.4	62 18.8
5.00 San Antonio	8 30.8	10 38.5	8 30.8	26 7.9
6.00 Valley	2 6.9	25 86.2	2 6.9	29 8.8
COLUMN TOTAL	97 29.5	163 49.5	69 21.0	329 100.0

CHI SQUARE = 31.80530 WITH 10 DEGREES OF FREEDOM, SIGNIFICANCE = .0004

Sample groups comparison. Here there is a startling variation. Each of the three groups selected a different first choice: parents, "academic"; practitioners, "creative"; and professionals "physical." Parents' second rank choice, "creative," with 35%, was just behind their first choice, but practitioners' second choice, "academic," received only a little more than half as many votes as their first choice. Professionals' first choice, "physical," dominated their selecting by a 48% majority, and the "academic" response tallied only one vote. Again, one must observe that 5, 10 and 21% respectively of the parent, practitioner and professional groups did not make a choice (Figure 51A).

Regional comparison. Very significant variation* appears in the regional analysis of the responses, as Figure 51B indicates. Between 42 and 50% of parents in Dallas, El Paso, Lubbock and San Antonio agreed on "creative" as the most important kind of activity. In Houston and the Valley, 43% and 67% respectively chose "academic." Though Houston parents ranked "creative" second, Valley parents did not, choosing "physical" instead. "Academic" ranked second in the four regions choosing "creative" first.

Practitioners in all six regions agreed that "creative" activities were most important, but the percentage ranged from only 38% in San Antonio to 86% in the Valley. It is interesting to note that only 14% of the parents in the Valley selected the "creative" response, but a higher percentage of practitioners there (86%) chose "creative" than in any other region.

---

*at or beyond the .05 level of significance

FIGURE 52

CROSSTABULATION OF PARENT RESPONSES TO "SHOULD THE CENTER TEACH ABOUT UNITED STATES HISTORY, HOLIDAYS, LEADERS, FOOD, ETC.?" AND ETHNICITY

VAR 51

Ethnicity VAR 077	COUNT ROW PCT	no. not responding .00	yes 1.00	no 2.00	ROW TOTAL
1.00 Anglo		1 .7	135 88.8	16 10.5	152 40.6
2.00 Black		0 .0	58 77.3	17 22.7	75 20.1
3.00 Chicano		3 2.0	124 84.4	20 13.6	147 39.3
COLUMN TOTAL		4 1.1	317 84.8	53 14.2	374 100.0

FIGURE 53

CROSSTABULATION OF PARENT RESPONSES TO "SHOULD THE CENTER TEACH ABOUT BLACK HISTORY, HOLIDAYS, LEADERS, FOOD, ETC.?" AND ETHNICITY

VAR 52

```
                  COUNT   I
                  ROW PCT I                              ROW
                          I     yes        no           TOTAL
Ethnicity                 I     1.00I      2.00I
VAR077            --------I--------I--------I
                    1.00  I    123  I    28  I    151
                          I   81.5  I  18.5  I    41.1
Anglo                    -I--------I--------I
                    2.00  I     64  I    11  I     75
Black                     I   85.3  I  14.7  I    20.4
                         -I--------I--------I
                    3.00  I     91  I    50  I    141
Chicano                   I   64.5  I  35.5  I    38.4
                         -I--------I--------I
                  COLUMN       278       89        367
                  TOTAL        75.7     24.3      100.0
```

CHI SQUARE = 16.0 WITH 2 DEGREES OF FREEDOM,
SIGNIFICANCE = .001

FIGURE 54

CROSSTABULATION OF PARENT RESPONSES TO "DOES YOUR CENTER ACTUALLY TEACH ABOUT BLACK HISTORY, HOLIDAYS, LEADERS, FOOD, ETC.?" AND ETHNICITY

VAR 53

```
                  COUNT   I
                  ROW PCT I                              ROW
                          I     yes        no           TOTAL
Ethnicity                 I     1.00I      2.00I
VAR077            --------I--------I--------I
                    1.00  I     32  I   100  I    132
Anglo                     I   24.2  I  75.8  I    39.9
                         -I--------I--------I
                    2.00  I     24  I    43  I     67
Black                     I   35.8  I  64.2  I    20.2
                         -I--------I--------I
                    3.00  I     17  I   115  I    132
~~Chicano~~               I   12.9  I  87.1  I    39.9
                         -I--------I--------I
                  COLUMN        73      258        331
                  TOTAL        22.1     77.9      100.0
```

CHI SQUARE = 15.45 WITH 2 DEGREES OF FREEDOM,
SIGNIFICANCE = .001

Parents, Practitioners and Professionals:	SHOULD THE CENTER TEACH ABOUT UNITED STATES HISTORY, HOLIDAYS, LEADERS, FOOD, ETC.?
	SHOULD THE CENTER TEACH ABOUT BLACK HISTORY, HOLIDAYS, LEADERS, FOOD, ETC.?
	SHOULD THE CENTER TEACH ABOUT CHICANO HISTORY, HOLIDAYS, LEADERS, FOOD, ETC.?
Practitioners:	DOES THE CENTER TEACH ABOUT UNITED STATES HISTORY, HOLIDAYS, LEADERS, FOOD, ETC.?
Parents, Practitioners and Professionals:	DOES THE CENTER TEACH ABOUT BLACK HISTORY, HOLIDAYS, LEADERS, FOOD, ETC.?
	DOES THE CENTER TEACH ABOUT CHICANO HISTORY, HOLIDAYS, LEADERS, FOOD, ETC.?

Parents. This series of questions dealt with both attitudes and practices related to teaching about the culture of the three dominant ethnic groups in Texas. An assumption was made that parents would agree that centers did indeed teach about U.S. culture, so this question was not asked (Tables 46-50).

Overall, parents responding agreed that the culture of all groups should be taught, but the level of agreement varied. As to whether U.S. culture should be taught, both Anglos and Chicanos approved by more than 85%,but only 77% of the Blacks parents agreed (Figure 52).

In answer to the question on the advisability of teaching Black culture, the proportion of approving Blacks increased to 85% (Figure 53). Agreement was expressed by 81% of Anglo parents but sharply declined to 64% of the Chicano parents, a statistically significant variation.* When asked whether Black culture was being taught in the centers, 12% of the parents, half of whom were Anglo, did not respond (Figure 54). Of the parents who did respond, 87% of Chicano,

---

*at or beyond the .05 level of significance

FIGURE 55

CROSSTABULATION OF PARENT RESPONSES TO "SHOULD THE CENTER TEACH ABOUT CHICANO HISTORY, HOLIDAYS, LEADERS, FOOD, ETC.?" AND ETHNICITY

VAR 54

```
                 COUNT   I   yes       no       ROW
                 ROW PCT I                      TOTAL
                         I
Ethnicity                I   1.00I    2.00I
  VAR077         --------I--------I--------I
                    1.00 I   124  I    27  I    151
          Anglo          I  82.1  I  17.9  I   41.1
                        -I--------I--------I
                    2.00 I    58  I    16  I     74
          Black          I  78.4  I  21.6  I   20.2
                        -I--------I--------I
                    3.00 I   103  I    39  I    142
          Chicano        I  72.5  I  27.5  I   38.7
                        -I--------I--------I
                  COLUMN     285       82       367
                   TOTAL    77.7     22.3     100.0
```

FIGURE 56

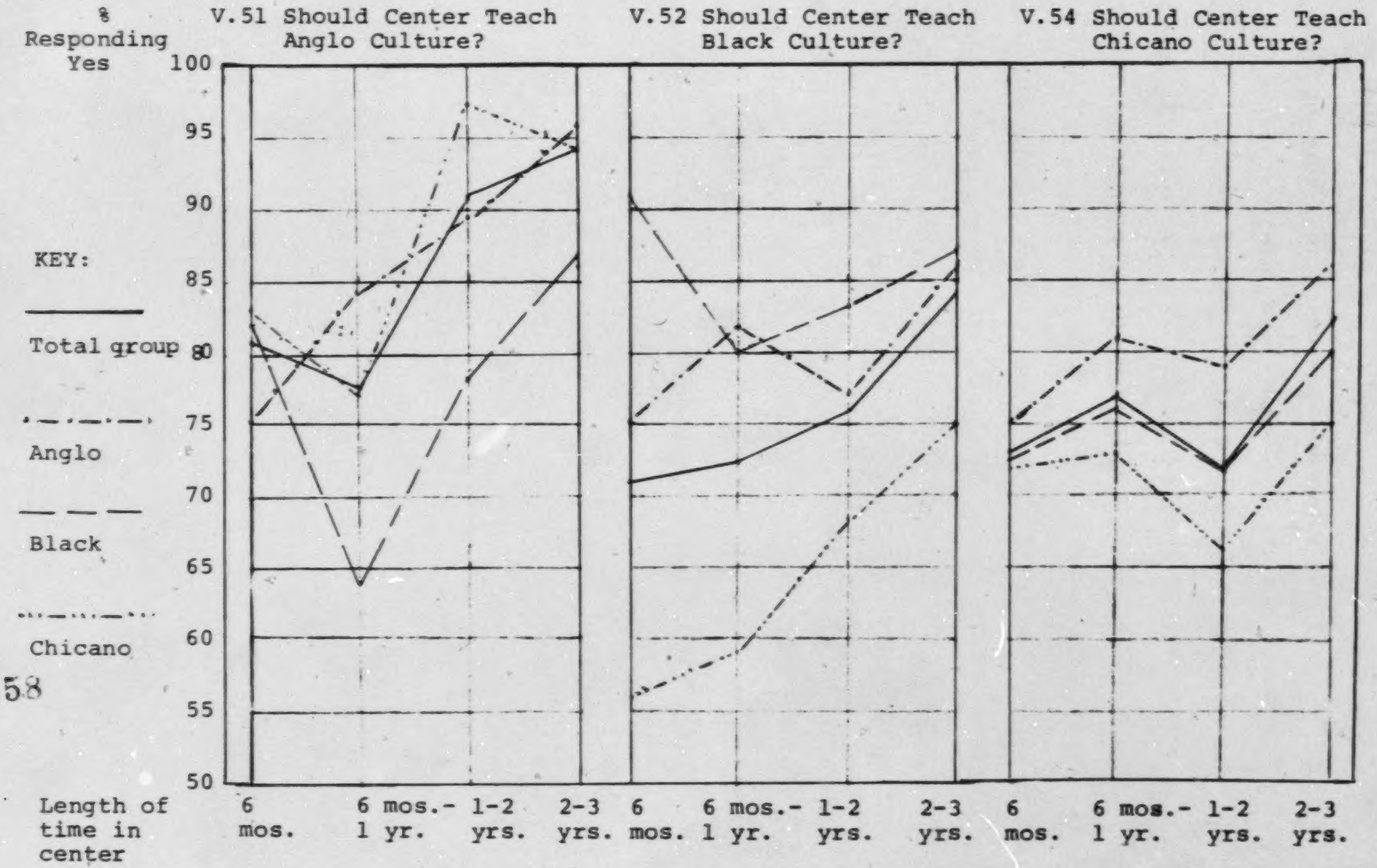
CROSSTABULATION OF PARENT RESPONSES TO "DOES YOUR CENTER ACTUALLY TEACH ABOUT CHICANO HISTORY, HOLIDAYS, LEADERS, FOOD, ETC.? AND ETHNICITY

VAR 55

```
                 COUNT   I
                 ROW PCT I                      ROW
                         I   yes       no       TOTAL
Ethnicity                I   1.00I    2.00I
VAR077           --------I--------I--------I
                    1.00 I    32  I    98  I    130
          Anglo          I  24.6  I  75.4  I   39.4
                        -I--------I--------I
                    2.00 I    16  I    51  I     67
                         I  23.9  I  76.1  I   20.3
          Black         -I--------I--------I
                    3.00 I    30  I   103  I    133
          Chicano        I  22.6  I  77.4  I   40.3
                        -I--------I--------I
                  COLUMN      78      252       330
                   TOTAL    23.6     76.4     100.0
```

FIGURE 57

GRAPH OF PERCENTAGE OF PARENTS RESPONDING "YES" TO THREE QUESTIONS: "SHOULD THE CENTER TEACH ABOUT (1) U.S., (2) BLACK, (3) CHICANO HISTORY, HOLIDAYS, LEADERS, FOOD, ETC.?" ACCORDING TO ETHNICITY AND LENGTH OF TIME CHILD HAS BEEN IN CENTER



76% of Anglo and 65% of Blacks said no, again a statistically significant variation.*

On the question of whether to teach Chicano culture, fewer Chicanos (72%) approved than either Anglos (82%) or Blacks (78%) (Figure 55). There was agreement of approximately 75% of all three groups that Chicano culture was not being taught (Figure 56).

When the answers to these questions were analyzed in terms of the length of time children (of responding parents) have been in the center, interesting patterns emerged. Figure 57 graphs the responses of each ethnic group and the total parent group according to the length of time they had used the current center. When considering teaching either Chicano or Black culture, Chicano parents were the least interested parent group, but they were more approving of teaching U.S. culture than were Black parents.

In looking at the answers to whether the parent perceived the center as teaching Black culture or Chicano culture, there was a close similarity in the pattern of responses evaluated in terms of length of time parents had used the center (Figure 57). In both cases, the percentage of the total parent group responding "yes" rose as the length of time increased. However, within each ethnic group, there were minor variations in this pattern. Black parents reported in much greater proportion that Black culture was being taught in the centers attended by their children than did either of the other ethnic groups, and in considerably greater proportion than that of Chicanos about Chicano culture being taught in centers attended by their children. In fact, for parents whose children had attended more than one year, a markedly greater percentage of both Anglo and Black parents reported the teaching of Chicano culture than did Chicano parents. For the three ethnic groups overall, as well, a slightly higher percentage of both Anglo and Black parents than Chicano parents indicated that Chicano culture was being taught.

---

*at or beyond the .05 level of significance

Practitioners. It is interesting to note that exactly the same proportion (86%) responded "yes" to "Should the center teach about U.S. history, . . . etc.?" as to "Does the center teach about U.S. history, . . . etc.?" (Tables 110 and 111). Among the 73% of practitioners who responded "yes" to the question of should Black culture be taught were very similar proportions of each ethnic groups: 77% of the Blacks, followed by 76% of the Anglos and 74% of the Chicanos.

However, to the question does your center teach about Black culture (Table 113), the answer tri-ethnically was "no." Sixty-four percent of both Black and Chicano practitioners answered "no," as did 43% of the Anglos.

To the question, should your center teach Chicano culture (Table 114), of practitioners who answered "yes," there were 82% of the Chicanos, followed by 79% of the Anglos and 69% of the Blacks. However, to the question does your center teach about Chicano culture (Table 115), the answer was predominantly "no" as indicated by 56% of both Blacks and Anglos, and by 43% of the Chicanos.

Professional. This groups responded almost uniformly to the three questions about whether U.S., Black and Chicano culture should be taught, approving by 85%, 83% and 81% respectively (Tables 176, 177 and 178).

Sample groups comparison. Comparing across the three sample groups, there is general unanimity of opinion that U.S. culture

BEST COPY AVAILABLE

FIGURE 58

COMPARISON OF RESPONSES OF THREE SAMPLE GROUPS TO QUESTION:
SHOULD CENTERS TEACH ABOUT UNITED STATES HISTORY, HOLIDAYS, LEADERS, FOOD, ETC.?

Var.51.	Parent		Var.41.	Practitioner		Var.45.	Professional	
VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
1.00	317	84.8	1.00	315	85.8	1.00	44	84.6
2.00	53	14.2	2.00	42	11.4	2.00	5	9.6
-9.00	0	.0	-9.00	0	.0	-9.00	0	.0
.00	4	1.1	.00	10	2.7	.00	3	5.8
TOTAL	374	100.0	TOTAL	367	100.0	TOTAL	52	100.0

1.00 yes

2.00 no

BEST COPY AVAILABLE

FIGURE 59 COMPARISON OF RESPONSES OF THREE SAMPLE GROUPS TO QUESTIONS: SHOULD CENTERS TEACH ABOUT BLACK HISTORY, HOLIDAYS, LEADERS, FOOD, ETC.?

Var.52. Parent

VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
1.00	278	74.3
2.00	89	23.8
-9.00	0	.0
.00	7	1.9
TOTAL	374	100.0

Var.43. Practitioner

VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
1.00	269	73.3
2.00	88	24.0
-9.00	0	.0
.00	10	2.7
TOTAL	367	100.0

Var.46. Professional

VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
1.00	43	82.7
2.00	5	9.6
-9.00	0	.0
.00	4	7.7
TOTAL	52	100.0

1.00 yes

2.00 no

FIGURE 60 DOES THE CENTER TEACH ABOUT BLACK HISTORY, HOLIDAYS, LEADERS, FOOD, ETC.?

Var.53. Parent

VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
1.00	73	19.5
2.00	258	69.0
-9.00	0	.0
.00	43	11.5
TOTAL	374	100.0

Var.44. Practitioner

VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
1.00	146	39.8
2.00	200	54.5
-9.00	0	.0
.00	21	5.7
TOTAL	367	100.0

1.00 yes

2.00 no

BEST COPY AVAILABLE

FIGURE 61 COMPARISON OF RESPONSES OF THREE SAMPLE GROUPS TO QUESTIONS:
SHOULD CENTERS TEACH ABOUT CHICANO HISTORY, HOLIDAYS, LEADERS, FOOD, ETC.?

Var. 54. Parent

VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
1.00	285	76.2
2.00	82	21.9
-9.00	0	.0
.00	7	1.9
TOTAL	374	100.0

Var.45 Practitioner

VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
1.00	278	75.7
2.00	78	21.3
-9.00	0	.0
.00	11	3.0
TOTAL	367	100.0

Var.47. Professional

VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
1.00	42	80.8
2.00	5	9.6
-9.00	0	.0
.00	5	9.6
TOTAL	52	100.0

1.00 yes

2.00 no

FIGURE 62 DOES THE CENTER TEACH ABOUT CHICANO HISTORY, HOLIDAYS, LEADERS, FOOD, ETC.?

Var. 55. Parent

VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
1.00	78	20.9
2.00	252	67.4
-9.00	0	.0
.00	44	11.4
TOTAL	374	100.0

Var,46. Practitioner

VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
1.00	168	45.8
2.00	181	49.3
-9.00	0	.0
.00	18	4.9
TOTAL	367	100.0

1.00 yes

2.00 no

should be taught. Agreement across groups is almost perfect at 85% on the question of teaching U.S. culture, but slightly more professionals than either parents or practitioners stated that Black and Chicano culture should be taught (Figures 58, 59 and 61).

In comparing the views of parents and practitioners about whether, in fact, Black and Chicano culture is being taught, there is a noticeable discrepancy (Figures 60 and 62). In both cases, at least 20% more practitioners than parents stated that Black and Chicano culture were being taught.

Regional comparison. Since both parents and practitioners agreed that U.S. history, . . . etc. be taught, there is little regional variations in their responses. In Dallas, both parents and practitioners responded positively by only 79%, the lowest percentage in any region. However, parents and practitioners did not altogether agree in all regions. In El Paso, Lubbock and San Antonio, approximately 10% more practitioners than parents answered "yes."

Practitioners' responses to "Does the center teach about U.S. history, . . . etc.?" were also regionally relatively uniform, though again in Dallas the lowest proportion of practitioners (83%) said "yes."

Parents' responses to the remaining four questions: "Should the center teach about Black history, . . . etc.?", "Should the center teach about Chicano history, . . . etc.?" and "Does the center teach about Black history, . . . etc.?", "Does the center teach about Chicano history, . . . etc.?" were all statistically significant* in the regional analysis. Practitioners' responses,

---

*at or beyond the .05 level of significance

FIGURE 63

CROSSTABULATION OF PARENT AND PRACTITIONER RESPONSES TO "SHOULD THE CENTER TEACH ABOUT BLACK HISTORY, HOLIDAYS, LEADERS, FOOD, ETC.?" AND REGION

Count Row Pct. Region V.73 / V.64	Var. 52 Parent yes 1.00	Var. 52 Parent no 2.00	Row Total	Var. 43 Practitioner yes 1.00	Var. 43 Practitioner no 2.00
1.00	52	15	67	54	15
Dallas	77.6	22.4	18.3	78.3	21.7
2.00	24	10	34	30	12
El Paso	70.6	29.4	9.3	71.4	28.6
3.00	105	13	118	94	25
Houston	89.0	11.0	32.2	79.0	21.0
4.00	49	12	61	47	16
Lubbock	80.3	19.7	16.6	74.6	25.4
5.00	22	8	30	22	6
San Antonio	73.3	26.7	8.2	78.6	21.4
6.00	26	31	57	22	14
Valley	45.6	54.4	15.5	61.1	38.9
COLUMN	278	89	367	269	88
TOTAL	75.7	24.3	100.0	75.4	24.6

CHI SQUARE = 40.63959 WITH 5 DEGREES OF FREEDOM, SIGNIFICANCE = .0000

CROSSTABULATION OF PARENT AND PRACTITIONER RESPONSES TO "DOES THE CENTER TEACH ABOUT BLACK HISTORY, HOLIDAYS, LEADERS, FOOD, ETC.?" AND REGION

V.78 / V.64 Region	Parent V.53 yes 1.00	Parent V.53 no 2.00		Practitioner V.[illegible] yes 1.00	Practitioner V.[illegible] no 2.00
1.00	15	44	59	30	37
Dallas	25.4	74.6	17.8	44.8	55.2
2.00	7	23	30	16	21
El Paso	23.3	76.7	9.1	43.2	56.8
3.00	28	81	109	61	55
Houston	25.7	74.3	32.9	52.6	47.4
4.00	7	44	51	9	52
Lubbock	13.7	86.3	15.4	14.8	85.2
5.00	11	13	24	14	14
San Antonio	45.8	54.2	7.3	50.0	50.0
6.00	5	53	58	16	21
Valley	8.6	91.4	17.5	43.2	56.8
COLUMN	73	258	331	146	200
TOTAL	22.1	77.9	100.0	42.2	57.8

CHI SQUARE = 17.29649 WITH 5 DEGREES OF FREEDOM SIGNIFICANCE = .0040

CHI SQUARE = 24.88286 WITH 5 DEGREES OF FREEDOM SIGNIFICANCE = .0001

FIGURE 64A

CROSSTABULATION OF PARENT AND PRACTITIONER RESPONSES TO "SHOULD THE CENTER TEACH ABOUT CHICANO HISTORY, HOLIDAYS, LEADERS, FOOD, ETC.?" AND REGION

```
COUNT                                   ROW                    Var. 45 Practitioner
ROW PCT     Var. 54 Parent              TOTAL
V.78                                                   V.64
Region                                                 Region I      1.00I      2.00I
           Iyes  1.00I no  2.00I                            -I yes-----I-no-----I
  --------I--------I--------I
     1.00  I     51  I     15  I     66                      I    50   I    18   I
Dallas     I   77.3  I   22.7  I   18.0                      I  73.5   I  26.5   I
          -I--------I--------I                              -I--------I--------I
     2.00  I     27  I      8  I     35                      I    34   I     8   I
El Paso    I   77.1  I   22.9  I    9.5                      I  81.0   I  19.0   I
          -I--------I--------I                              -I--------I--------I
     3.00  I    102  I     15  I    117                      I    94   I    25   I
Houston    I   87.2  I   12.8  I   31.9                      I  79.0   I  21.0   I
          -I--------I--------I                              -I--------I--------I
     4.00  I     47  I     14  I     61                      I    50   I    13   I
Lubbock    I   77.0  I   23.0  I   16.6                      I  79.4   I  20.6   I
          -I--------I--------I                              -I--------I--------I
     5.00  I     23  I      7  I     30                      I    25   I     3   I
San        I   76.7  I   23.3  I    8.2                      I  89.3   I  10.7   I
Antonio   -I--------I--------I                              -I--------I--------I
     6.00  I     35  I     23  I     58                      I    25   I    11   I
Valley     I   60.3  I   39.7  I   15.8                      I  69.4   I  30.6   I
          -I--------I--------I                              -I--------I--------I
   COLUMN        285        82      367                         278        78
   TOTAL        77.7      22.3    100.0                        78.1      21.9
```

CHI SQUARE = 16.17392 WITH 5 DEGREES OF FREEDOM, SIGNIFICANCE = .0064

however, were significant regionally* only in relation to the two questions about whether Black and Chicano culture were being taught. Although not statistically significant, regional variation among practitioners' responses was apparent in their responses to whether Black and Chicano culture should be taught.

Figure 63 reveals the fact that both parents and practitioners in the Valley reported the highest negative response to "Should the center teach Black history, . . . etc.?", and Valley parents were the only regional group in which a majority responded "no." Twice as many Houston parents, 89%, answered "yes" as Valley parents. Excluding Valley practitioners, the percentage of "yes" responses was quite similar in each region, narrowly ranging from 71 to 79%.

The variation in both parents' and practitioners' regional responses to the question "Does the center teach about Black history, . . . etc.?" are apparent (Figure 63). Only in Lubbock and San Antonio did parents and practitioners agree to the extent this was true. The answers varied greatly in the other four regions, especially in the Valley.

In answer to "Should the center teach Chicano history, . . . etc.?", again fewer Valley parents and practitioners responded "yes" than in any other region (Figure 64A). The highest proportion of positive parent responses was in Houston--10% more than in any of the four remaining regions, but practitioners in San Antonio gave the highest percentage of "yes" answers.

Striking contrasts appear by regions in both parents' and practitioners' answers to "Does the center teach about Chicano

---

*at or beyond the .05 level of significance

FIGURE 64B

CROSSTABULATION OF PARENT AND PRACTITIONER RESPONSES TO "DOES THE CENTER TEACH ABOUT CHICANO HISTORY, HOLIDAYS, LEADERS, FOOD, ETC?" AND REGION

COUNT PCT ROW PCT V.78 REGION	Var 55 Parent 1.00	 2.00	ROW TOTAL
1.00 Dallas	15 26.8	41 73.2	56 17.0
2.00 El Paso	9 28.1	23 71.9	32 9.7
3.00 Houston	23 21.5	84 78.5	107 32.4
4.00 Lubbock	5 10.0	45 90.0	50 15.2
5.00 San Antonio	12 46.2	14 53.8	26 7.9
6.00 Valley	14 23.7	45 76.3	59 17.9
COLUMN TOTAL	78 23.6	252 76.4	330 100.0

CHI SQUARE = 13.39180 WITH 5 DEGREES OF FREEDOM, SIGNIFICANCE = .0200

V.64 REGION	Var. 46 Practitioner 1.00	 2.00
	27 40.3	40 59.7
	29 74.4	10 25.6
	57 49.1	59 50.9
	11 17.7	51 82.3
	19 67.9	9 32.1
	25 67.6	12 32.4
	168 48.1	181 51.9

CHI SQUARE = 45.33739 WITH 5 DEGREES OF FREEDOM, SIGNIFICANCE = .0000

FIGURE 65

CROSSTABULATION OF PARENT RESPONSES TO "IF A CHILD COMES TO THE CENTER SPEAKING ONLY SPANISH, HOW SHOULD THE TEACHER TALK WITH HER/HIM WHEN S/HE FIRST COMES?" AND ETHNICITY

VAR 56

```
                  COUNT   I  only in    only in    in English    other      ROW
                  ROW PCT I  English    Spanish    and                      TOTAL
                          I                        Spanish
Ethnicity                 I     1.00I      2.00I      3.00I      4.00I
VAR077           ---------I---------I---------I---------I---------I
                    1.00  I      9  I     35  I    107  I      1  I    152
            Anglo         I    5.9  I   23.0  I   70.4  I     .7  I   40.8
                         -I---------I---------I---------I---------I
                    2.00  I      3  I     17  I     55  I      0  I     75
            Black         I    4.0  I   22.7  I   73.3  I     .0  I   20.1
                         -I---------I---------I---------I---------I
                    3.00  I      8  I     50  I     88  I      0  I    146
            Chicano       I    5.5  I   34.2  I   60.3  I     .0  I   39.1
                         -I---------I---------I---------I---------I
                  COLUMN        20       102       250          1        373
                  TOTAL        5.4      27.3      67.0         .3      100.0
```

history, . . . etc.?"(Figure 64B). Only 10% of Lubbock parents said "yes," compared to 46% in San Antonio. In the other four regions the percentage of positive responses from parents ranged from 21% to 28%. Far more practitioners in every region said "yes," except in Lubbock, where only 18% answered positively. Extreme differences between the level of positive responses of parents and that of practitioners in every region except Lubbock are also apparent (Figure 64B).

Parents, Practitioners and Professionals:	IF A CHILD COMES TO THE CENTER SPEAKING ONLY SPANISH, HOW SHOULD THE TEACHER TALK WITH HER/HIM WHEN S/HE FIRST COMES?
	HOW SHOULD THE TEACHER TALK WITH THE SPANISH-SPEAKING CHILD AFTER S/HE HAS BEEN AT THE CENTER FOR SOME TIME?

Parents. A two-thirds majority of the total parent sample agreed that it is preferable for the teacher to speak "in English and Spanish" in answer to both questions. Only 5% of the parents believed that "English only" was best after some time. "Spanish only" was preferred by 27% to be used at first, and only 5% chose "only in English" (Table 51).

Across ethnic groups the response pattern is the same as for the total group, but the proportion of Chicano parents preferring "only in Spanish" for the child at first is higher than for either Anglo or Black parents (Figure 65). Conversely, the percentage of Chicano parents choosing "in English and Spanish" at first is lower by approximately 10%.

Further analysis of the responses categorized by ethnicity, as they are influenced by how long children have been in the center, revealed some striking variations. In considering when the child

FIGURE 66

CROSSTABULATION OF ETHNICITY AND LENGTH OF TIME CHILD HAS BEEN IN CENTER FOR PARENTS RESPONDING "SPEAK IN ENGLISH AND SPANISH" TO "IF THE CHILD COMES TO THE CENTER SPEAKING ONLY SPANISH, HOW SHOULD THE TEACHER TALK WITH HER/HIM WHEN S/HE FIRST COMES?" (VAR 56)

Response: Speak in English and Spanish

Var 72: Length of time child in center

```
                         number not   less than   6 mos.      1 to 2 yrs.  more than
                         responding   6 mos.      to 1 yr.                 2 yrs.
              COUNT    I
              ROW PCT  I                                                             ROW
              COL PCT  I                                                             TOTAL
Ethnicity     TOT PCT  I      .00I       1.00I       2.00I       3.00I       4.00I
VAR077        --------I--------I--------I--------I--------I--------I
                1.00   I     0   I     6   I    31   I    35   I    35   I    107
       Anglo           I    .0   I   5.6   I  29.0   I  32.7   I  32.7   I   42.8
                      -I--------I--------I--------I--------I--------I
                2.00   I     5   I     8   I    18   I    14   I    10   I     55
       Black           I   9.1   I  14.5   I  32.7   I  25.5   I  18.2   I   22.0
                      -I--------I--------I--------I--------I--------I
                3.00   I     1   I    16   I    35   I    26   I    10   I     88
       Chicano         I   1.1   I  18.2   I  39.8   I  29.5   I  11.4   I   35.2
                      -I--------I--------I--------I--------I--------I
              COLUMN          6        30        84        75        55       250
              TOTAL         2.4      12.0      33.6      30.0      22.0     100.0

CHI SQUARE =    32.96416 WITH    8 DEGREES OF FREEDOM
                                 SIGNIFICANCE =    .0001
```

first comes, of the parents who answered "only in English," Anglos represented a slightly higher percentage than their actual representation in the total parent sample. Of the 147 Chicano parents, eight Chicanos chose "only in English," of whom four had had children in the center for more than two years.

A higher percentage of Chicano parents than of the other two ethnic groups chose "only in Spanish" in answer to when the child first comes regardless of length of time children were in the center, with one exception. Black parents whose children had been in the center more than two years were the only category representing a higher percentage than Chicanos. Over the total parent group, 40% of those whose children had been in the center no longer than six months chose "only Spanish" in contrast to 25% each for those whose children had been in the center (a) six months to one year, (b) one to two years and (c) more than two years.

In continuing to look at the ethnicity-length of time in center relationship, the differences among the groups are significant in the use of "speak in English and Spanish" for when the child first comes (Figure 66).

When asked about the teacher's language after some time (the second question), 60% of the total parent sample agreed that the teacher should speak "in English and Spanish" (Table 52). Twenty-six percent preferred "in English only" and only 5% selected "in Spanish only."

FIGURE 67

CROSSTABULATION OF PARENT RESPONSES TO "HOW SHOULD THE TEACHER TALK WITH THE SPANISH-SPEAKING CHILD AFTER S/HE HAS BEEN AT THE CENTER FOR SOMETIME?" AND ETHNICITY

VAR 57

```
                        English    Spanish    English
                        only       only       and Spanish
             COUNT  I
             ROW PCT I                                    ROW
                    I                                     TOTAL
Ethnicity           I     1.00I      2.00I      3.00I
VAR077      --------I---------I---------I---------I
             1.00   I    50   I     1   I    99   I   150
   Anglo            I  33.3   I    .7   I  66.0   I  40.7
                   -I---------I---------I---------I
             2.00   I    26   I     0   I    49   I    75
                    I  34.7   I    .0   I  65.3   I  20.3
   Black           -I---------I---------I---------I
             3.00   I    22   I    16   I   106   I   144
                    I  15.3   I  11.1   I  73.6   I  39.0
   Chicano         -I---------I---------I---------I
           COLUMN        98         17        254       369
           TOTAL       26.6        4.6       68.8     100.0

CHI SQUARE =    33.86756 WITH   4 DEGREES OF FREEDOM   SIGNIFICANCE =   .0000
```

FIGURE 68

CROSSTABULATION OF PRACTITIONER RESPONSES TO "IF A CHILD COMES TO THE CENTER SPEAKING ONLY SPANISH, HOW SHOULD THE TEACHER TALK WITH HER/HIM WHEN S/HE FIRST COMES?" AND ETHNICITY

VAR 47

COUNT ROW PCT V.63 Ethn.	number not resp. .00	in English 1.00	in Spanish 2.00	Spanish/ English 3.00	other 4.00	ROW TOTAL
1.00 Anglo	5 3.1	27 16.8	17 10.6	102 63.4	10 6.2	161 44.0
2.00 Black	5 5.1	17 17.3	16 16.3	58 59.2	2 2.0	98 26.8
3.00 Chicano	1 .9	2 1.9	41 38.3	63 58.9	0 .0	107 29.2
COLUMN TOTAL	11 3.0	46 12.6	74 20.2	223 60.9	12 3.3	366 100.0

CHI SQUARE = 50.72084 WITH 8 DEGREES OF FREEDOM, SIGNIFICANCE=.0000

FIGURE 69

CROSSTABULATION OF PRACTITIONER RESPONSES TO "HOW SHOULD THE TEACHER TALK WITH THE SPANISH-SPEAKING CHILD AFTER S/HE HAS BEEN AT THE CENTER FOR SOME TIME?" AND ETHNICITY

VAR 48

COUNT ROW PCT V.63 Ethn.	number not resp. .00	in English 1.00	in Spanish 2.00	in Spanish/ English 3.00	other 4.00	ROW TOTAL
1.00 Anglo	4 2.5	89 55.3	1 .6	65 40.4	2 1.2	161 44.0
2.00 Black	4 4.1	40 40.8	1 1.0	53 54.1	0 .0	98 26.8
3.00 Chicano	2 1.9	17 15.9	1 .9	87 81.3	0 .0	107 29.2
COLUMN TOTAL	10 2.7	146 39.9	3 .8	205 56.0	2 .5	366 100.0

CHI SQUARE = 48.02348 WITH 8 DEGREES OF FREEDOM, SIGNIFICANCE = .0000

Ethnic analysis to this second question, statistically significant*, reveals that all three ethnic groups approved by a large majority the use of "English and Spanish" (Figure 67). Chicano parents preferred "in English and Spanish" by 74% compared to 66% and 65% for Anglo and Black parents. Even more varied are the percentages of each group choosing English only: 33% and 35% of Anglos and Blacks compared to 15% of Chicano parents. Only one Anglo and no Black parent suggested "only Spanish" though 11% of the Chicano parents still favored it.

A review of the way the ethnicity and length of time in center affect the responses to after the child has been in the center for some time shows that the length of time variable impacts differentially for each ethnic group.

Practitioners. When a Spanish-speaking child first comes to the center, 61% of the practitioners believe that the teacher should "speak in English and Spanish," 20% responded "speak only in Spanish" and 13% responded "speak only in English" (Table 116). The three ethnic groups similarly chose "English and Spanish" with 64% of Anglos, 59% of both Blacks and Chicanos choosing it (Figure 68). Significant variation* appeared in the response "to speak Spanish only," predominantly a Chicano choice with 39%, but chosen by 16% of Blacks and 11% of Anglos.

Even after the child has been at the center for some time, practitioners continued to favor speaking in English and Spanish by 56% (Table 117). In sharp contrast to the 13% who responded "speak

---

*at or beyond the .05 level of significance

FIGURE 70

CROSSTABULATION OF PROFESSIONAL RESPONSES TO "IF A CHILD COMES TO THE CENTER SPEAKING ONLY SPANISH, HOW SHOULD THE TEACHER TALK WITH HER/HIM WHEN S/HE FIRST COMES?" AND JOB SETTING

VAR 50

Job Setting VAR066	COUNT ROW PCT	no response .00	only Spanish 2.00	English and Spanish 3.00	other 4.00	ROW TOTAL
Dept. Public Wel.	1.00	0	6	7	3	16
		.0	37.5	43.8	18.8	30.8
4 year college	2.00	1	9	7	2	19
		5.3	47.4	36.8	10.5	36.5
2 year college	3.00	0	3	1	0	4
		.0	75.0	25.0	.0	7.7
public school	4.00	0	0	3	0	3
		.0	.0	100.0	.0	5.8
administrative	5.00	0	2	2	0	4
		.0	50.0	50.0	.0	7.7
other	6.00	0	2	4	0	6
		.0	33.3	66.7	.0	11.5
	COLUMN TOTAL	1	22	24	5	52
		1.9	42.3	46.2	9.6	100.0

FIGURE 71

CROSSTABULATION OF PROFESSIONAL RESPONSES TO "HOW SHOULD THE TEACHER TALK WITH THE SPANISH-SPEAKING CHILD AFTER S/HE HAS BEEN AT THE CENTER FOR SOME TIME?" AND JOB SETTING

VAR 51

Job Setting VAR066	COUNT ROW PCT	no response .00	English only 1.00	English and Spanish 3.00	other 4.00	ROW TOTAL
Dept. Public Wel.	1.00	0 .0	3 18.8	13 81.3	0 .0	16 30.8
4 year college	2.00	1 5.3	0 .0	14 73.7	4 21.1	19 36.5
2 year college	3.00	0 .0	0 .0	3 75.0	1 25.0	4 7.7
public school	4.00	0 .0	0 .0	3 100.0	0 .0	3 5.8
administrative	5.00	0 .0	0 .0	4 100.0	0 .0	4 7.7
other	6.00	0 .0	1 16.7	5 83.3	0 .0	6 11.5
	COLUMN TOTAL	1 1.9	4 7.7	42 80.8	5 9.6	52 100.0

FIGURE 72

COMPARISON OF RESPONSES OF THREE SAMPLE GROUPS TO QUESTIONS: IF A CHILD COMES TO THE CENTER SPEAKING ONLY SPANISH, HOW SHOULD THE TEACHER TALK WITH HER/HIM WHEN S/HE FIRST COMES?

V.56.	Parent		V.47.	Practitioner		V.50.	Professional	
VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
1.00	20	5.3	1.00	46	12.5			
2.00	102	27.3	2.00	74	20.2	2.00	22	42.3
3.00	250	66.8	3.00	224	61.0	3.00	24	46.2
4.00	1	.3	4.00	12	3.3	4.00	5	9.6
-9.00	0	.0	-9.00	0	.0	-9.00	0	.0
.00	1	.3	.00	11	3.0	.00	1	1.9
TOTAL	374	100.0	TOTAL	367	100.0	TOTAL	52	100.0

.00 number not responding
1.00 speak only in English
2.00 speak only in Spanish
3.00 speak in English/Spanish
4.00 other

HOW SHOULD THE TEACHER TALK WITH THE SPANISH-SPEAKING CHILD AFTER S/HE HAS BEEN AT THE CENTER FOR SOME TIME?

V.57.	Parent		V.48	Practitioner		V.51.	Professional	
1.00	98	26.2	1.00	146	39.8	1.00	4	7.7
2.00	17	4.5	2.00	3	.8	2.00	0	.0
3.00	254	67.9	3.00	206	56.1	3.00	42	80.8
4.00	0	.0	4.00	2	.5	4.00	5	9.6
-9.00	0	.0	-9.00	0	.0	-9.00	0	.0
.00	5	1.3	.00	10	2.7	.00	1	1.9
TOTAL	374	100.0	TOTAL	367	100.0	TOTAL	52	100.0

.00 number not responding
1.00 in English only
2.00 in Spanish only
3.00 in English and Spanish
4.00 other

only in English" when a child first comes to the center, 40% of the practitioners chose "speak only in English" for after some time.

Ethnic analysis revealed significant ethnic variation* from the total practitioner response (Figure 69). Eighty-one percent of the Chicanos, 54% of the Blacks and 40% of the Anglos (56% of the total) chose "English and Spanish." However, the next most common response was "English only" led this time by Anglos with 55%, closely followed by Blacks with 41% and Chicanos with 16%.

Professionals. When a Spanish-speaking child first comes to the center, almost the same percentage of professionals favored "speak only Spanish" as favored "English and Spanish" (Table 181). There is a dramatic shift in opinion, though, in relation to after some time. The professionals overwhelmingly favored "in English and Spanish" by 81% (Table 182). When their opinions are analyzed according to their job settings, the same dramatic shift occurs between the responses to when a child first comes and those for after some time across all job settings (Figure 70 and 71).

Sample groups comparison. Although all three groups ranked "English and Spanish" as their first choice for when the child first comes, the professional group favored it by a much lower percentage (Figure 72). Small proportions of the parent and practitioner groups chose "English only" and no professional did. Opinions of the parent and practitioner groups shifted somewhat similarly in relation to after some time, with the proportion of both groups choosing "English only" rising noticeably. The pattern of the

---

*at or beyond the .05 level of significance

FIGURE 73

CROSSTABULATION OF PARENT AND PRACTITIONER RESPONSES TO "IF A CHILD COMES TO CENTER SPEAKING ONLY SPANISH, HOW SHOULD THE TEACHER TALK WITH HER/HIM WHEN S/HE FIRST COMES?" AND REGION

Var. 56 Parent

COUNT ROW PCT V.78 Region	speak only in English 1.00	speak only in Spanish 2.00	speak in English/ Spanish 3.00	other 4.00	ROW TOTAL
1.00 Dallas	5 7.5	12 17.9	49 73.1	1 1.5	67 18.0
2.00 El Paso	2 5.7	9 25.7	24 68.6	0 .0	35 9.4
3.00 Houston	3 2.5	25 21.2	90 76.3	0 .0	118 31.6
4.00 Lubbock	5 8.2	18 29.5	38 62.3	0 .0	61 16.4
5.00 San Antonio	1 3.3	17 56.7	12 40.0	0 .0	30 8.0
6.00 Valley	4 6.5	21 33.9	37 59.7	0 .0	62 16.6
COLUMN TOTAL	20 5.4	102 27.3	250 67.0	1 .3	373 100.0

CHI SQUARE WITH 10 DEGREES OF FREEDOM, SIGNIFICANT AT .01 LEVEL

Var. 47 Practitioner

V.64 Region	speak only in English 1.00	speak only in Spanish 2.00	speak in English/ Spanish 3.00	other 4.00	ROW TOTAL
1.00 Dallas	13 19.7	4 6.1	46 69.7	3 4.5	66 18.5
2.00 El Paso	8 18.6	14 32.6	19 44.2	2 4.7	43 12.1
3.00 Houston	10 8.5	22 18.8	82 70.1	3 2.6	117 32.9
4.00 Lubbock	9 14.5	7 11.3	44 71.0	2 3.2	62 17.4
5.00 San Antonio	6 21.4	11 39.3	9 32.1	2 7.1	28 7.9
6.00 Valley	0 .0	16 40.0	24 60.0	0 .0	40 11.2
COLUMN TOTAL	46 12.9	74 20.8	224 62.9	12 3.4	356 100.0

CHI SQUARE WITH 10 DEGREES OF FREEDOM, SIGNIFICANT AT .01 LEVEL

BEST COPY AVAILABLE

FIGURE 74

CROSSTABULATION OF PARENT AND PRACTITIONER RESPONSE TO "HOW SHOULD THE TEACHER TALK WITH THE SPANISH-SPEAKING CHILD AFTER S/HE HAS BEEN AT THE CENTER FOR SOME TIME?" AND REGION

Var. 57 Parent

COUNT ROW PCT V.78 Region	in English only 1.00	in Spanish only 2.00	in English and Spanish 3.00	ROW TOTAL
1.00 Dallas	23 34.8	0 .0	43 65.2	66 17.9
2.00 El Paso	11 32.4	4 11.8	19 55.9	34 9.2
3.00 Houston	30 25.6	4 3.4	83 70.9	117 31.7
4.00 Lubbock	24 39.3	3 4.9	34 55.7	61 16.5
5.00 San Antonio	7 23.3	2 6.7	21 70.0	30 8.1
6.00 Valley	3 4.9	4 6.6	54 88.5	61 16.5
COLUMN TOTAL	98 26.6	17 4.6	254 68.8	369 100.0

CHI SQUARE = 30.77190 WITH 10 DEGREES OF FREEDOM, SIGNIFICANCE = .0006

Var. 48 Practitioner

COUNT ROW PCT V.64 Region	in English only 1.00	in Spanish only 2.00	in English and Spanish 3.00	other 4.00	ROW TOTAL
1.00	30 46.2	0 .0	35 53.8	0 .0	65 18.2
2.00	16 37.2	1 2.3	25 58.1	1 2.3	43 12.0
3.00	48 41.0	2 1.7	67 57.3	0 .0	117 32.8
4.00	40 62.5	0 .0	23 35.9	1 1.6	64 17.9
5.00	12 42.9	0 .0	16 57.1	0 .0	28 7.8
6.00	0 .0	0 .0	40 100.0	0 .0	40 11.2
COLUMN TOTAL	146 40.9	3 .8	206 57.7	2 .6	357 100.0

CHI SQUARE WITH 5 DEGREES OF FREEDOM, SIGNFICANT AT .001 LEVEL professional responses varied from the other two groups, as a much higher proportion chose "in English and Spanish."

Regional comparison. The responses of both parents and practitioners to these two questions varied in a statistically significant way* when analyzed by regions. Figure 73, showing the answers to the first question, reveals the extreme differences of opinion among both parents and practitioners. More than half of San Antonio parents and a third of Valley parents answered "only in Spanish." As few as 18% agreed in Dallas.

Practitioners in San Antonio and the Valley, with 40% each, chose "only on Spanish." However, the other 60% of Valley practitioners chose "in English and Spanish," far more than the 32% in San Antonio making that choice. Forty-four percent of El Paso practitioners agreed with the approximately 70% of practitioners in Dallas, Houston and Lubbock that "in English and Spanish" was desirable.

Even more discrepant opinions, in answer to the second question, appear in Figure 74. The highest percentage, 88%, choosing "in English and Spanish" among parents was in the Valley, as was the highest percentage of practitioners, 100%! As few as 55% of the parents in El Paso`and Lubbock chose that response. Only in Dallas did no parent chose "in Spanish only." Only in Lubbock did a majority of practitioners choose "in English only" and not even one in the Valley did. Dallas, El Paso, Houston and San Antonio

---

*The tables for variables 56 and 47 in Figure 72 have been modified by removing the value 4.00 column, as has the table for variable 48 in Figure 72 by removing columns for values 2.00 and 4.00 in order to apply a valid Chi Square test, which resulted in significance at the .05 level.

FIGURE 75

CROSSTABULATION OF PARENT RESPONSES TO "WHAT DO YOU DO DO AT OR FOR THE CENTER?" AND ETHNICITY

Ethnicity VAR 77	COUNT ROW PCT COL PCT	VAR 58 do nothing .00	attend parent meetings 1.00	do vol- unteer work 2.00	ad- visory board 3.00	help make, repair things 4.00	2,3 5.00	2,4 6.00	1,2 7.00
	1.00 Anglo	69 45.7	34 22.5	15 9.9	2 1.3	4 2.6	2 1.3	2 1.3	12 7.9
	2.00 Black	10 13.5	26 35.1	11 14.9	0 .0	2 2.7	0 .0	1 1.4	13 17.6
	3.00 Chicano	37 25.2	43 29.3	12 8.2	0 .0	0 .0	0 .0	0 .0	36 24.5
	COLUMN TOTAL	116 31.2	103 27.7	38 10.2	2 .5	6 1.6	2 .5	3 .8	61 16.4

(Cont.)

Ethnicity VAR 77		1,3 8.00	1,4 9.00	1,2,3 10.00	2,3,4 11.00	1,2,4 12.00	all 13.00	3,4 14.00	ROW TOTAL
	1.00 Anglo	0 .0	4 2.6	0 .0	3 2.0	2 1.3	2 1.3	0 .0	151 40.6
	2.00 Black	3 4.1	1 1.4	3 4.1	0 .0	3 4.1	1 1.4	0 .0	74 19.9
	3.00 Chicano	6 4.1	0 .0	5 3.4	0 .0	6 4.1	1 .7	1 .7	147 39.5
	COLUMN TOTAL	9 2.4	5 1.3	8 2.2	3 .8	11 3.0	4 1.1	1 .3	372 100.0

practitioners agreed at approximately 55% that "in English and Spanish" was most appropriate.

Parent-Center Relationships

Parents: WHAT DO YOU DO AT OR FOR THE CENTER?
Practitioners: HOW ARE PARENTS INVOLVED IN THE CENTER?
Professionals: HOW SHOULD PARENTS BE INVOLVED IN THE CENTER?

Parents. Only four categories were chosen by 10% or more of the parents, and almost one-third indicated that they do "nothing (Table 53). Nearly as many chose "attend meetings," and the combination of that response and "volunteer work" was the choice of 17%. Ten percent chose "volunteer work" by itself as their role. The remaining 15% said they served on an advisory board or helped make or repair things, or a variety of other combinations.

Analysis of parent responses in relation to ethnicity revealed interesting data. Close to half of the Anglo parents stated that they "do nothing," which was three times the percentage of Blacks and almost double the Chicano percentage for that response. It was the very high Anglo response that gave this category its first place. All three ethnic groups indicated that their primary involvement came from attending meetings, but only 22% of the Anglo parents gave that response, half as many as said they did nothing. Blacks and Chicanos, by 35% and 30% respectively, made that choice, making it the most popular for those two groups. Figure 75 highlights the other important choices along with those just discussed.

When this same data was assessed in terms of both ethnicity and length of time child has been in the center, interesting figures

BEST COPY AVAILABLE

FIGURE 76

CROSSTABULATION OF PRACTITIONER RESPONSES TO "HOW ARE PARENTS INVOLVED IN THE CENTER?" AND ETHNICITY

VAR 49

COUNT ROW PCT Ethnicity	in no way	serve as volunteers	serve on adv. board or parent council	help make, repair things	attend parent meetings	all of the above	1,2,4	all other combinations	ROW TOTAL
	.00	1.00	2.00	3.00	4.00	5.00	6.00	15.00	
1.00 Anglo	53 32.9	23 14.3	2 1.2	2 1.2	35 21.7	9 5.6	6 3.7	31 19.3	161 44.0
2.00 Black	7 7.1	22 22.4	4 4.1	2 2.0	17 17.3	14 14.3	19 19.4	13 13.3	98 26.8
3.00 Chicano	12 11.2	8 7.5	1 .9	1 .9	16 15.0	35 32.7	10 9.3	24 22.4	107 29.2
COLUMN TOTAL	72 19.7	53 14.5	7 1.9	5 1.4	68 18.6	58 15.8	35 9.6	68 18.6	366 100.0

CHI SQUARE = [illegible] WITH 14 DEGREES OF FREEDOM SIGNIFICANCE = .0000 emerged. The proportion of parents whose children had been in the center less than six months dominated the response category "do nothing," with 45% of the total parent group in that time category giving that response. Eighty-three percent of Anglo parents in the less than six month time variable stated that they "do nothing." Only 45% of comparable Blacks and 28% of comparable Chicanos gave that response, and for these two groups there was a large decline over time for this response. For Anglos there was a moderate increase over time.

For the combination response "attend meetings-does volunteer work," the proportion for each time period remained relatively constant, ranging from 15% to 18% for the total parent group, though the response of each ethnic group was influenced differentially by time.

Practitioners. Twenty percent of the practitioners responded that most parents are not involved in any way in the center (Table 118). This proportion was significantly weighted* by the 33% of Anglo practitioners who gave this answer, a much higher proportion than of Blacks with 7% or Chicanos with 11% (Figure 76). Many more Chicanos (33%) than Blacks (14%) or Anglos (6%) used a combination of all of the responses. More Blacks, on the other hand, used a combination which excluded only "help make, repair things" from all of the responses; 19% of them did compared to 9% of the Chicanos and 4% of the Anglo practitioners. More Black practitioners, 22%, also said they "serve as volunteers" than either Anglos with 14% or Chicanos with 8%. The three ethnic groups reported in similar proportions--22% of the Anglos, 17% of the Blacks and 15% of the Chicanos--that

---

*at or beyond the .05 level of significance

FIGURE 77

COMPARISON OF RESPONSES OF THREE SAMPLE GROUPS TO QUESTION:

WHAT DO YOU DO AT OR FOR THE CENTER?

V.58. Parent

VALUE	F	%
2.00	38	10.2
3.00	2	.5
4.00	6	1.6
1.00	103	27.5
5.00	4	1.1
16.00	8	2.1
6.00-20.00	96	25.7
-9.00	0	.0
.00	117	31.3
TOTAL	367	100.0

2.00 do volunteer work
3.00 serve on advisory board
4.00 help make or repair things
1.00 attend parent meetings
5.00 all of the above
16.00 1,2,3
6.00-20.00 all other combinations
.00 do nothing

HOW ARE PARENTS INVOLVED IN THE CENTER?

V.49. Practitioner

VALUE	F	%
1.00	53	14.4
2.00	7	1.9
3.00	5	1.4
4.00	68	18.5
5.00	59	16.1
6.00	35	9.5
15.00	68	18.5
-9.00	0	.0
.00	72	19.6
TOTAL	367	100.0

1.00 do volunteer work
2.00 serve on advisory board
3.00 help make or repair things
4.00 attend parent meetings
5.00 all of the above
6.00 1,2,4
15.00 all other combinations
.00 in no way

HOW SHOULD PARENTS BE INVOLVED IN THE CENTER?

V.52. Professional

VALUE	F	%
1.00	2	3.8
2.00	4	7.7
3.00	1	1.9
4.00	4	7.7
5.00	23	44.2
9.00	3	5.8
6.00-8.00	12	23.1
-9.00	0	.0
.00	3	5.8
TOTAL	52	100.0

1.00 do volunteer work
2.00 serve on advisory board
3.00 help make or repair things
4.00 attend parent meetings
5.00 all of the above
9.00 1,2,4
6.00-8.00 all other combinations
.00 not involved in any way

parent involvement in their centers was expressed by attendance at parent meetings.

Professionals. The professional group targeted one response particularly. Forty-four percent of the 52 professionals agreed that parents should be totally involved through all the activities listed. No other response attracted more than five professional votes, and only the combination "serve on advisory board and attend parent meetings" got five (Table 183).

Crosstabulation of the answers to this question of how should parents be involved and job settings of the professionals reveals little because of the small number in the sample relative to ten response categories. A few interesting figures are revealed, however. More than a third of the 16 State Department of Public Welfare professionals considered "all" listed activities to comprise the right kind of involvement, as did 50% of the 18 four-year college professionals. Of the three who said "do nothing," two were from the State Department of Public Welfare and one was from a four-year college.

Sample groups comparison. The contrast in the views of the three sample groups about parental involvement is striking (Figure 77). Almost one-third of the parents chose the "do nothing" response. Although almost a third of the parents stated that they did nothing at the center, only 20% of the practitioners reported that parents did nothing. Only 6% of professionals felt that parents should not be involved in any way. At the other extreme, 44% of the professionals favored total involvement of parents as indicated by the "all" response but only 16% of the practitioners reported total parent involvement, and only 1% of the parents were totally involved.

"Attend parent meetings" was included by 54% of the parents, 58% of the practitioners and 75% of the professionals in a response combination or chosen singly. "Do volunteer work" was chosen either singly or in combination by 35% of the parents, 54% of practitioners and 71% of professionals. Less than 10% of the parents indicated that they serve on a board; however, 32% of practitioners responded that parents do serve on the board and 71% of professionals said they should. Less than 10% of the parents chose the category, "make or repair things;" but, a fourth of the practitioners said parents do and 56% of the professionals said they should.

Regional comparison. The data reveals much regional variation among parents and practitioners. The 257 parents reporting activities at the center chose three primary answers. The most popular overall, chosen by 40%, was "attend parent meetings." El Paso, Houston and Valley parents exceeded that percentage by 3 to 6 percentage points. Dallas came close with 38%, but only 25% in San Antonio and 27% in Lubbock made this choice.

More San Antonio parents, 31%, chose the combination of "attend parent meetings" and "do volunteer work." A third of Valley parents also chose this combination, as did about 20% of Dallas, El Paso and Houston parents, leaving the almost 7% of Lubbock parents far behind. "Do volunteer work" by itself tied for second choice with "attend parent meetings" among San Antonio parents. With one third of Lubbock parents choosing "do volunteer work," it ranked first there. In the other four regions, it ranked third, varying from being chosen by 20% in Dallas, 13% in El Paso, 12% in Houston to only 5% in the Valley.

It is interesting to note that the number of parents who responded "do nothing" varied tremendously over the six regions. Three-fourths of Lubbock parents gave this answer as did almost half of the San Antonio parents and more than a third in Houston. In sharp contrast, only 14% in El Paso, 10% in Dallas and 6% in the Valley responded "do nothing."

It is equally interesting that regional ranking of practitioner responses placed that "parents were in no way involved" in the same order as in the regional responses of parents who answered they "do nothing." In Lubbock, almost 3-% of the practitioners chose "in no way," as did 32% in San Antonio, 21% in Houston, almost 19% in El Paso, not quite 10% in Dallas and none in the Valley.

There was great disparity among the practitioners' other responses. In two regions, "attend parent meetings" was the first ranked answer, but in highly different amounts: 61% of Lubbock practitioners compared to 29% of Houston's. Any combination of two or three of the possible choices was ranked second in both Houston and Lubbock as well as in Dallas, and ranked first with 37% in El Paso. Twenty-nine percent of Dallas practitioners said that parents "serve as volunteers," ranking it first. In El Paso, the specific combination of "serve as volunteer," "serve on advisory board," and "attend parent meetings," was the second choice, selected by almost 23% of practitioners there. Thirty-two percent of Lubbock practitioners answered that parents there "serve as volunteers," making it their first choice. A very high 63% of Valley practitioners said that parents in their centers are involved in all listed activities. The second rank for Valley practitioners was any combination of two or three of the four possible responses.

BEST COPY AVAILABLE

FIGURE 78

CROSSTABULATION OF PARENT RESPONSES TO "WHAT SHOULD THE PARENT'S RELATIONSHIP BE WITH THE CENTER?" AND ETHNICITY

VAR 01

Ethnicity VAR077	COUNT ROW PCT	no. not resp. .00	get child to center 1.00	learn to teach-rear child 2.00	work with center for child 3.00	both 2 and 3 4.00	ROW TOTAL
Anglo	1.00	0	11	14	53	74	152
		.0	7.2	9.2	34.9	48.7	40.6
Black	2.00	1	1	0	12	61	75
		1.3	1.3	.0	16.0	81.3	20.1
Chicano	3.00	1	24	11	47	64	147
		.7	16.3	7.5	32.0	43.5	39.3
COLUMN TOTAL		2	36	25	112	199	374
		.5	9.6	6.7	29.9	53.2	100.0

CHI SQUARE = 38.75 WITH 6 DEGREES OF FREEDOM, SGINFICANCE = .001
(with column .00 removed)

Parents and Professionals: WHAT SHOULD THE PARENT'S RELATIONSHIP BE WITH THE CENTER?

Practitioners: WHAT IS THE RELATIONSHIP OF PARENTS TO YOUR CENTER?

Parents. Fifty-three percent of the parents see a two dimensional relationship as being appropriate, one which includes both "learn to teach/rear child," and "work with center for child." (Table 54). The latter response alone was the choice of 30% of the parents.

Significant ethnic variation* appeared in the responses. Figure 78 shows that the proportion of Black parents choosing the combination of "learn to teach/rear child" and "work with the center for child" was almost twice as high as that of the other two groups: 81% compared to 49% for Anglos and 44% for Chicano parents. More Chicano parents (16%) saw a limited relationship, involving only getting the child to the center, as being appropriate than either Anglo (7%) or Black (1%).

The length of time the child has been in the center does not seem to impact greatly on the parents' view of the desirable relationship. Approximately 10% of the total parents in each time category stated that their relationship involved only getting the child to the center. Time made more difference for those choosing "work with center" across ethnic groups, 41% of parents in the less-than-six-months category, 30% in the six-months-to-one-year, 25% in one-to-two-years and 32% of the more-than-two-years made the choice. For the combination response "learn to rear child and work at center," there was some apparent influence of the time variable; 47% of the parents in the less-than-six-months category, 58% in the six-months-to-one-year, 55% in the one-to-two-year and 46% of the more-than-two-year group choosing it.

---

*at or beyond the .05 level of significance

BEST COPY AVAILABLE

FIGURE 79

CROSSTABULATION OF PRACTITIONER RESPONSES TO "WHAT IS THE RELATIONSHIP OF PARENTS TO YOUR CENTER?" AND ETHNICITY

VAR 50

COUNT ROW PCT V.63 Ethnicity	number not responding .00	parents' responsible for getting children to school 1.00	parents learn to teach/rear children 2.00	parents work with center for benefit of children 3.00	both 2 and 3 above 4.00	ROW TOTAL
1.00 **Anglo**	1 .6	48 29.8	21 13.0	39 24.2	52 32.3	161 44.0
2.00 **Black**	3 3.1	8 8.2	5 5.1	17 17.3	65 66.3	98 26.8
3.00 **Chicano**	2 1.9	9 8.4	7 6.5	22 20.6	67 62.6	107 29.2
COLUMN TOTAL	6 1.6	65 17.8	33 9.0	78 21.3	184 50.3	366 100.0

CHI SQUARE = 51.07395 WITH 8 DEGREES OF FREEDOM,
SIGNIFICANCE = .0000

FIGURE 80

CROSSTABULATION OF PROFESSIONAL RESPONSE TO "WHAT SHOULD PARENTS' RELATIONSHIPS BE WITH THE CENTER?" AND AREA OF SPECIALIZATION

VAR 53

Area of Specialization VAR057	COUNT ROW PCT	number not responding .00	learn how to teach/ rear child 2.00	work with center 3.00	2 and 3 4.00	ROW TOTAL
not responding	.00	1 20.0	0 .0	2 40.0	2 40.0	5 9.6
Elementary Ed.	1.00	1 10.0	0 .0	4 40.0	5 50.0	10 19.2
Early Childhood Education	2.00	0 .0	0 .0	0 .0	11 100.0	11 21.2
Child Development	3.00	0 .0	0 .0	1 25.0	3 75.0	4 7.7
Social Work	4.00	0 .0	0 .0	0 .0	1 100.0	1 1.9
other	5.00	0 .0	2 9.5	5 23.8	14 66.7	21 40.4
	COLUMN TOTAL	2 3.8	2 3.8	12 23.1	36 69.2	52 100.0

BEST COPY AVAILABLE

FIGURE 81

COMPARISON OF RESPONSES OF THREE SAMPLE GROUPS TO QUESTION:

What should the parent's relationship be with the center?

V.1. Parent

VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
1.00	36	9.6
2.00	25	6.7
3.00	112	29.9
4.00	199	53.2
-9.00	0	.0
.00	2	.5
TOTAL	374	100.0

Value	
.00	number not responding
1.00	get child to center
2.00	learn to teach/rear child
3.00	work with center for child
4.00	both 2 and 3

What is the relationship of parents to your center?

V.50. Practitioner

VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
1.00	65	17.7
2.00	33	9.0
3.00	78	21.3
4.00	185	50.4
-9.00	0	.0
.00	6	1.6
TOTAL	367	100.0

Value	
.00	number not responding
1.00	parents are responsible for getting children to center
2.00	parents learn from us how to teach/rear children
3.00	parents work with center for benefit of children
4.00	both 2 and 3 above

What should parents' relationship be with the center?

V.53. Professional

VALUE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
1.00	0	.0
2.00	2	3.8
3.00	12	23.1
4.00	36	69.2
-9.00	0	.0
.00	2	3.8
TOTAL	52	100.0

Value	
.00	number not responding
2.00	to learn how to teach-rear their children
3.00	to work with the center for benefit of children
4.00	both 2 and 3 above

Practitioners. The largest response, 50% of the practitioners, was a combination of two categories, "parents learn from us how to teach/rear children" and "parents work with center for benefit of children" (Table 119). The responses of Blacks (66%) and Chicanos (63%) were more similar to each other than to those of Anglos (32%), providing a significant variation* (Figure 79). Ranked second was "parents work with center for benefit of children" with 21% of the practitioners. This time the responses of Anglos (24%), Blacks (17%) and Chicanos (21%) were similar.

Professionals. The most desirable relationship as perceived by professionals (69%) included both to "learn how to rear child" and "work with the center" (Table 184). "Work with the center" by itself lagged far behind with 23% supporting it. This response pattern held across job settings except for those in public school.

In terms of their academic area of specialization, there was total unanimity among the 11 early childhood specialists that the combination "learn to rear child-work with center" was most desirable (Figure 80). Level of education did not influence their responses.

Sample groups comparison. There was consensus among groups that the combination "learn to rear child-work with center" was the most appropriate choice (Figure 81). "Work with center" by itself was the choice of the next highest percentage of all three groups. A notable variation among groups occurs in the number in each group who selected "get child to center" as the desired relationship.

---

*at or beyond the .05 level of significance

FIGURE 82

CROSSTABULATION OF PARENT RESPONSES TO "WHAT SHOULD THE PARENT'S RELATIONSHIP BE WITH THE CENTER?" AND PRACTITIONER RESPONSES TO "WHAT IS THE RELATIONSHIP OF PARENTS TO YOUR CENTER?" AND REGION

Var. 1 Parent

COUNT ROW PCT V.78 REGION	no response .00	get child to center 1.00	learn to teach/ rear child 2.00	work with center for child 3.00	both 2 and 3 4.00	ROW TOTAL
1.00 Dallas	0 .0	5 7.5	3 4.5	12 17.9	47 70.1	67 17.9
2.00 El Paso	1 2.9	0 .0	0 .0	18 51.4	16 45.7	35 9.4
3.00 Houston	0 .0	2 1.7	2 1.7	34 28.8	80 67.8	118 31.6
4.00 Lubbock	0 .0	13 21.3	12 19.7	30 49.2	6 9.8	61 16.3
5.00 San Antonio	0 .0	1 3.3	1 3.3	6 20.0	22 73.3	30 8.0
6.00 Valley	1 1.6	15 23.8	7 11.1	13 20.6	27 42.9	63 16.8
COLUMN TOTAL	2 .5	36 9.6	25 6.7	113 30.2	198 52.9	374 100.0

CHI SQUARE = 108.02 WITH 15 DEGREES OF FREEDOM, SIGNIFICANCE = .001 (WITH COLUMN .00 REMOVED)

Var. 50 Practitioner

REGION	get children to center 1.00	learn from center 2.00	work with center 3.00	both 2 and 3 4.00	ROW TOTAL
1.00 Dallas	10 14.5	1 1.4	17 24.6	41 59.4	69 19.1
2.00 El Paso	6 14.3	3 7.1	12 28.6	21 50.0	42 11.6
3.00 Houston	19 16.0	13 10.9	26 21.8	61 51.3	119 33.0
4.00 Lubbock	19 29.7	7 10.9	15 23.4	23 35.9	64 17.7
5.00 San Antonio	10 35.7	4 14.3	5 17.9	9 32.1	28 7.8
6.00 Valley	1 2.6	5 12.8	3 7.7	30 76.9	39 10.8
COLUMN TOTAL	65 18.0	33 9.1	78 21.6	185 51.2	361 100.0

CHI SQUARE = 38.50613 WITH 15 DEGREES OF FREEDOM, SIGNIFICANCE = .0008

More practitioners (18%) than parents (10%) selected that response; no professionals did.

Regional comparison. Again there were very significant regional differences* for both parents and practitioners (Figure 82). In Dallas, Houston and San Antonio, more than two-thirds of the parents agreed that parents should both "learn how to teach his child" and "work with the center for his child," but only in the Valley did as high a percentage of practitioners say that is what their parents did. In Dallas, 60% of the practitioners agreed; in El Paso and Houston, 50% agreed, and only a third agreed in both Lubbock and San Antonio. In El Paso and the Valley, a little more than 40% of the parents gave that response. In addition, there was a drastic drop to 10% of San Antonio parents. About half of El Paso and Lubbock parents said that they should only work with the center for the child. Slightly more than 20% of Lubbock and Valley parents said that the parent should "see that the child goes to the center."

More than a third of practitioners in San Antonio indicated that seeing that the child goes to the center was all their parents did, as did almost 30% of Lubbock practitioners. About a fourth of practitioners in Dallas, El Paso, Houston and Lubbock said that their parents worked with the center to benefit the child. In no region did parents agree completely with practitioners.

---

*at or beyond the .05 level of significance

Other Results

The responses to several questions relevant to both practitioners and professionals, other than those already discussed, are rather inconclusive. They are reported below, however, in order to have a complete representation of all results to the three questionnaires.

Practitioners:	WHO IS RESPONSIBLE FOR THE DAILY CARE OF THE CHILDREN IN THE CENTER?
Professionals:	WHO SHOULD BE RESPONSIBLE FOR THE DAILY CARE OF CHILDREN IN THE CENTER?

Practitioners and professionals were in close agreement in their three top responses to this question (Tables 70 and 132).

Practitioners (59%) and professionals (60%) agreed that the total staff should be responsible for the daily care of the center. In close agreement again in their second choices, 14% of practitioners felt it to be the responsibility of the director as did 8% of the professionals. The selection of the "teacher" response was made by 16% of the practitioners and 19% of the professionals.

Practitioners:	WHO ELSE HELPS WITH THIS RESPONSIBILITY? ARE THERE ANY OTHER KINDS OF STAFF MEMBERS NEEDED WHO ARE NOT AVAILABLE TO THE CENTER?
Professionals:	ARE THERE OTHER KINDS OF STAFF MEMBERS WHO WOULDN'T HAVE THE RESPONSIBILITY OF THE DAILY CARE OF CHILDREN BUT WHO ARE ESSENTIAL TO THE CENTER OPERATION?

The majority of the practitioners (60%) reported that no one helps with the daily care of children in the center since they had indicated that the total staff should be responsible (Table 71).

Most practitioners (56%) do not feel that additional kinds of staff are needed (Table 72). However, professionals disagreed, selecting equally all the categories listed, curriculum/program specialist, aide, cook, housekeeper/custodian, social worker, nurse, coordinator of parents/volunteers, bus driver and nutritionist as essential to a center (Tables 113-141).

Practitioners: HOW ARE MEALTIMES HANDLED IN YOUR CENTER?

Professionals: HOW SHOULD MEALTIMES BE HANDLED IN A CHILD CARE CENTER?

The most common mode was family style serving (30%) followed by a combination of any three or four response categories (19%). Eleven percent chose a combination of "family style serving" and "children help serve/set table" (Table 77). Fourteen percent of the professionals, in listing how mealtimes should be handled in centers, chose family style serving. However, the majority (48%) chose "children help serve/set table in combination with any one of the other responses (Table 146).

Practitioners: DO CHILDREN HAVE TO EAT EVERYTHING THAT IS SERVED?

Professionals: SHOULD CHILDREN HAVE TO EAT EVERYTHING THAT IS SERVED?

In close agreement, 90% of the practitioners responded with a firm "no" (Table 78) as did 29% of the professionals (Table 147).

Practitioners: WHICH OF THE FOLLOWING TV SHOWS DO THE CHILDREN WATCH AT THE CENTER?

Professionals: WHICH OF THE FOLLOWING TV SHOWS SHOULD CHILDREN WATCH AT A CENTER?

The largest percentage (26%) of practitioners indicated that children watch Sesame Street. The second largest response (17%) was for the combination of Sesame Street with another show (Figure 108). Thirty-one percent of the professionals felt that no television shows should be watched at centers. Fourteen percent chose

Sesame Street with any other two shows and another 14% chose Sesame Street with any other three shows (Figure 179).

Practitioners: HOW MANY HOURS A DAY DO YOUR CHILDREN WATCH TV AT THE CENTER?

Professionals: HOW MANY HOURS A DAY DO YOU THINK CHILDREN SHOULD WATCH TV AT A CENTER?

Thirty-five percent of the practitioners replied that the question was not applicable or they didn't know. However, 34% responded that the children watched no more than one hour and 25% replied one to two hours (Figure 180).

Professional opinions were rather evenly split with 48% suggesting no more than one hour of viewing time in centers and 44% replying no television viewing should occur (Table 180).

CHAPTER IV

CONCLUSIONS

In order to identify cultural factors in child rearing and child care center practices which may influence training for child care personnel, questions were asked that would identify (1) cultural differences in child rearing practices, (2) child care center practices and (3) the relationship of cultural factors to vocational training for child care personnel. Only the data in which significant differences occurred is discussed. The interpretation and implications of the data are ordered to respond to the above research questions and to present a set of assertions.

A. ARE THERE CULTURAL DIFFERENCES IN CHILD REARING PRACTICES IN TEXAS?

Family Relationships

No significant ethnic differences appeared in the area of family relationships. In a large majority of all families (71%), men help mothers with the care of children. Regionally, Mexican American mothers in the Valley received the least help.

Discipline

Discipline is certainly one of the most important aspects of child rearing practices. Nevertheless, the results relating to parent discipline strategies were more complex and less clear than those for any of the other data. In order to discuss the parent discipline data and derive its implications, all the significant discipline questions are summarized first and then followed by an interpretation of the results.

Across Texas' three dominant ethnic groups, discipline of young children was viewed mainly as the prerogative of mothers (Figure 8). Anglo (55%) and Chicano parents (58%) identified the mother as the main disciplinarian significantly less than Black parents (70%) did. Since Anglo, Black and Chicano mothers find themselves in this disciplinarian role, it may behoove centers to consider developing specific parent involvement programs to help mothers function more effectively in the disciplinarian role.

The second choice for the disciplinarian role reflected the information that Chicanos and Anglos, more than Blacks, viewed the father as the disciplinarian. Of those who named the father, Anglo parents (23%) and Chicano parents (24%) were more similar to each other than either were to Black parents (14%).

Finally, no Black parent chose the mother-and-father combination, although a small number of Chicano (8%) and Anglo (14%) parents did. This suggests that Black fathers may not be actively involved in the discipline component of child rearing to the extent that Anglo and Chicano fathers may be.

Significant ethnic variation appeared in parents' identification of unacceptable behavior (Figure 14). The proportion of Black parents who chose the single category "disobeys" was higher at 31% than that of Anglo parents (24%) or Chicano parents (18%), although it was ranked first by all three ethnic groups. In contrast the proportion of Blacks who selected "hits" by itself was the lowest of the three groups: 3% compared to 5% for Anglos and 10% for

Chicanos. The Black proportion remained the lowest when all responses which included "hits" were considered. Only 17% chose "hits" either singly or in combinations; 27% of Chicanos and 36% of Anglos did the same. So it would appear that fewer Black parents than Anglo or Chicano parents viewed hitting as "bad" behavior. It would also appear that Black parents expect more direct adherence to rules than Anglo or Chicano parents and are more likely to use physical punishment.

No significant ethnic variation appeared in the results on how parents responded when their children did something they didn't like. Parents agreed on various combinations of positive non-punitive techniques.

Results on how parents responded when their children did something to please them produced significant ethnic variation (Figure 11). Anglo parents (45%) used "praise" with "hug" or "praise" with "hug" and "smile" to reward acceptable behavior significantly more often than Black parents (21%) or Chicano parents did. However, "praise" by itself was selected as their first choice by 24% of Chicano parents, but was the second choice of both Black and Anglo parents, with 20% and 18% respectively.

Feeding-eating Practices

The data on feeding-eating practices suggests that there are no overall cultural differences. The majority of mothers (79%) in all three ethnic groups bottle-fed their infants. In this group, significantly more Black than Anglo or Chicano mothers bottle-fed their infants.

Regionally, significantly fewer mothers in the large urban area of Dallas, Houston and San Antonio breast-fed their infants than in the smaller communities of El Paso, Lubbock and the Valley. Of the 13% who breast-fed their infants, a greater percentage of mothers in the Valley than in any of the other five regions breast-fed their infants.

Though a large majority of all parents who used a bottle chose to hold their infants, a significantly higher proportion of both Anglos (91%) and Blacks (93%) did so than Chicanos (72%).

Significant variation also appeared regionally in the responses of parents who hold their infants while bottle-feeding them. The parents in the larger communities of Dallas, Houston and San Antonio more often held their babies while bottle-feeding them than the parents from Lubbock and the Valley did. In this instance, El Paso was an exception, ranking between Houston and San Antonio.

Neither ethnic nor regional factors were an influence in the use of a feeding schedule. Fifty-seven percent of all parents reported that they fed their infant on a schedule.

Sleeping Behaviors

There were no significant ethnic differences in responses to the questions on children's sleeping behaviors.

Toilet-training

No significant ethnic differences occurred in the data on the way children were toilet-trained by parents. However, significant ethnic variation resulted from responses to the question of when toilet-training was begun. Black and Chicano parents consistently chose younger ages than Anglo parents chose (Figure 26). Ninety-three percent of Black parents indicated that toilet-training should begin by the age of 18 months, as did 80% of the Chicanos, but only 50% of the Anglos. While equal percentages of approximately one-third of Black and Chicano parents favored 11-12 months or 13-18 months, Anglo parents chose by almost equal percentages 13-18 months (35%) and 19-24 months (38%) as the appropriate age range.

Significant ethnic differences also resulted from responses to the question about the age at which the child was completely toilet-trained. The pattern of responses was generally the same for this question as for the preceding one about when toilet-training was begun. The percentage of parents who indicated that their child was completely toilet-trained by 12 months of age was 24% for Blacks, 18% for Chicanos and 12% for Anglos. The ethnic pattern continued with 90% of Blacks, 75% of Chicanos and only 53% of Anglo parents indicating completion of toilet-training by age two.

The responses to the question of allowing young boys and girls to use the bathroom simultaneously showed that 60% of parents answered "no." An analysis by ethnicity gave a significantly different picture (Table 29). The percentage of Anglo parents who responded "yes" (62%) was almost three times that of Blacks and of Chicanos.

Regionally, there was significant variation with Valley parent responses very different from the others in the high percentage (87%) not allowing boys and girls to use the bathroom simultaneously. The next highest "no" percentage was 63% in San Antonio.

Thus, significant ethnic differences exist among the three ethnic groups in the timing of toilet-training. Early toilet-training is valued and practiced more extensively among Blacks and

Chicanos than among Anglos. As would be expected, this results in Black and Chicano children being reported as completely toilet-trained at an earlier age than Anglo children. In regard to the use of the bathroom by both sexes simultaneously, Anglos were significantly more supportive of this practice than either Blacks or Chicanos were.

Verbal Interactions

No significant differences appeared in the results of questions about home verbal interactions.

Child Care Center

All three parent groups agreed that a "loving, warm, kind personality" was the most important attribute for center staff (Figure 35). Anglos with 74% chose this response in greater numbers than either Blacks or Chicanos, each with 54%. In the percentage choosing the category, "trained/experienced in teaching children," ranked second by all three groups, Blacks (45%) and Chicanos (46%) were again more similar to each other than to Anglos (26%). No Anglo or Black and only one Chicano chose "belongs to the same ethnic group." Regionally significant differences occurred with a range of 26 percentage points in the selection of "loving, warm, kind personality" with only 54% of Houston parents but 88% of Lubbock parents making that choice.

In response to the question, "What is the most important thing the center should do for children?" the majority of parents (65%) chose "to help child learn--teach child" (Figure 41). More than three-fourths of Black and Chicano parents in comparison to only one-half of the Anglos chose this response. "To take good care of child" was selected by 34% of the parents, ranking it second. It was chosen by 50% of the Anglos, but by only 19% of the Blacks and 22% of the Chicanos. The only other category utilized by parents was "to see that child gets good food," selected by only 1%. Regionally significant variation appeared in the percentage choosing the category "help child learn--teach child," which ranged from 94% in the Valley to 46% in El Paso. The converse was evident in the range for the next highest selection, "take good care of him," from 54% in El Paso to 6% in the Valley.

For the question, "What is the most important thing the center should teach your child?" 47% of the total parent group chose "to get along with others." However, it was the first choice of only Anglo parents, who chose it by a two-thirds majority. Only one-third of Chicano and one-fourth of Black parents chose it. Ethnically, the pattern was reversed for the response, "to be ready for school," which was the first choice of both Black (47%) and Chicano parents (44%), but was selected by only 15% of Anglo parents.

Regionally, the most pronounced variation occurred in the contrast between Valley parents' choice of "to be ready for school" and the choice of the majority in the other five regions, "to get along with others." This regional variation supports that noted in the discussion of the previous question.

Overall, parents responding agreed that the culture of the three ethnic groups should be taught, but the level of agreement varied. There was little difference among the three ethnic groups on the advisability of teaching U.S. culture.

In answer to the question on whether Black culture should be taught, significant variation resulted, with Blacks (85%) and Anglos (81%) in close agreement that it should be taught, but with only 65% of Chicanos in agreement (Figure 53).

To both questions, "Does your center teach about Black culture?" and " . . . teach about Chicano culture?" the answer tri-ethnically was significantly "no." Eighty-seven percent of Chicanos, 76% of Anglos and 64% of Black parents agreed that the centers did not teach Black culture (Figure 53). There was significant agreement of approximately 75% of all three groups that Chicano culture was not being taught in the centers (Figure 56).

Parents' responses to the questions of whether Black and Chicano cultures should be taught in centers and whether Black and Chicano culture were being taught were all significantly different in the regional analysis (Figure 63, 64A and 64B). Valley parents reported the highest negative response to the question on the advisability of teaching Black culture. Parents in the remaining regions generally agreed that Black culture should be taught. In response to the question about the actual teaching of Black culture in centers, the range was extensive with a high of 46% in San Antonio to a low of 9% in the Valley for those who said Black culture was being taught.

In answer to the question of should centers teach Chicano culture, significant variation resulted regionally (Figure 64A). The regions were in close agreement except that once again fewer parents in the Valley than in any other region responded "yes." When asked whether centers did teach Chicano culture, parents in

San Antonio responded "yes" by 46%; the percentages in the remaining regions ranged from 27% to 10%.

Parent responses to the question about what language the teacher should use when a child speaking only Spanish first comes to the center revealed significant ethnic differences (Figure 65). A majority of all three ethnic groups chose "in English and Spanish," though Anglos and Blacks with 70% and 73% respectively more closely agreed with each other than with the 60% of Chicanos making this choice. Across ethnic groups, the category ranked second was "only in Spanish." Again, in making this choice Anglos and Blacks with 23% each were more similar to each other than to Chicanos with 34%.

The majority of parents continued to choose "in English and Spanish" as the languages to be used by the teacher with a Spanish-speaking child after the child has been at the center for some time. Significant ethnic variation occurred in this response with a large majority of 74% of Chicano parents and smaller majorities of Anglos (67%) and Blacks (66%) selecting the "in English and Spanish" category. The category, "in English only," was ranked second by all three ethnic groups, but was chosen by a smaller percentage of Chicanos (15%) than of Anglos (33%) or of Blacks (35%).

Parent-Center Relationships

In relation to parents' actual involvement in the center, wide and what appears to be significant ethnic and regional variation* appeared. Almost half of Anglo parents indicated that they "do nothing" at the center. This 50% is triple the percentage of Blacks and almost twice the Chicano percentage for that response (Figure 75). Both Blacks and Chicanos, by 35% and 30% respectively, made "attending parent meetings" their first choice of involvement. For Anglos "attending parent meetings" ranked second with 22% after "do nothing."

---

*The large number of 0 cells made it impossible to use a valid Chi Square test of significance.

Length of time a child had been in a center appeared to influence the results, again differentially in terms of ethnicity. Almost half of all parents whose children had been in a center less than six months said "do nothing." However, 83% of Anglo parents with a less-than-six-months relationship to a center gave the "do nothing" response, a much higher proportion than the 45% of Blacks and the 28% of Chicanos with a comparable time variable. In addition, more time greatly decreased the incidence of this response for Blacks and Chicanos, but moderately increased it for Anglo parents.

Regional analysis gave evidence of pronounced variation. In both Lubbock and San Antonio, the "do nothing" parents were in the largest percentage, 75% in Lubbock and almost 50% in San Antonio. Most of the remaining Lubbock parents chose "attend parent meetings," also chosen in combination with "do volunteer work" by almost a third of San Antonio parents. More than a third of Houston parents said that they "do nothing," but an even higher 40% responded "attend parent meetings."

The "do nothing" response was utilized much less in the remaining three regions: in El Paso by 14%, in Dallas by 10% and in the Valley by only 6%. In those regions as in Houston, "attend parent meetings" was chosen by approximately 40% of the parents.

The question of parents' relationships to the center is closely allied to the one just discussed. In parents' responses to what this relationship should be, there were significant ethnic variations again. Eighty-one percent of Black parents chose a broad relationship including both learning from and working with the center (Figure 78). Only 49% of Anglo parents and 44% of Chicano parents made this same choice. Chicano parents were the only group of whom a noticeable number (16%) indicated a minimal relationship, limited to getting the child to the center.

Regional differences in parents' views of a desirable relationship to a center were also significant (Figure 82). Less than 10% of Lubbock parents thought both learning from and working with the center was desirable, corollary to the fact that in answer to the previous question, three-fourths of Lubbock parents indicated no involvement in the center. In contrast, approximately 70% of Houston and San Antonio parents stated that both learning from and working with the center comprised the preferred relationship, as did approximately 45% of El Paso and Valley parents. The opposite view was held by one-fourth of Valley parents, who saw getting the child to the center as the only needed relationship. When the percentages for those responding either "work with the center" or the combination of "work with the center" and "learn from the center" were added together, more than 90% of the parents in Dallas, El Paso, Houston and San Antonio were accounted for.

B. WHAT ARE CHILD CARE CENTER PRACTICES IN TEXAS?

Practitioners were asked either what they did or what was done in their centers. Discussion of the responses which were statistically significant follows.

Discipline

Ethnicity impacted significantly on practitioner identification of bad behavior (Figure 16). Of those who answered "hurting others" by itself, more Chicano practitioners (37%) than Blacks with 35% or Anglos with 33% saw this behavior as unacceptable. When "hurting others" was combined with other categories, this order was reversed so that an additional 42% of Anglos then viewed "hurting others" as unacceptable behavior, as did an additional 41% of Blacks and 31% of Chicanos.

In responding to unacceptable behavior, practitioners across ethnic groups overwhelmingly selected combinations of positive responses, such as distract, redirect, discuss, model desired behavior, provide physical outlet and offer rewards. However, in the single response, "discuss the situation," ethnic variation appeared (Figure 10). More Chicano (34%) than Black (29%) or Anglo practitioners (19%) said they talked with the child.

Significant ethnic variation occurred in the data on how practitioners responded when children did something to please them (Figure 12). The results of Anglo and Chicano responses to "hug" by itself, 9% and 8% respectively choosing it, were almost identical and quite different from the results for Blacks, showing 16% selecting "hug." On the other hand, the percentages of Anglos and Blacks choosing "praise," 29% and 26% respectively, were much more similar to each other than to the 42% for Chicanos.

Feeding-eating Practices

Most of the practitioners (60%) did not respond to the question about feeding schedules for babies either because their centers did not accept infants or because they did not know their center's practices. The small number who responded to this question severely limited implications which can be drawn from regional responses to this question (Figure 19). Nevertheless, significant regional variation occurred in these responses.

Sixty-two percent of Lubbock practitioners reported responding to babies' needs with a flexible schedule. In El Paso and the Valley similar percentages of 39% and 38% respectively preferred a flexible schedule, but a higher percentage in El Paso (44%) and the same 38% in the Valley chose a "schedule determined by staff." This choice tied by 42% with "schedule determined by parent" for first rank among San Antonio practitioners, of whom only 7% chose to use a flexible schedule.

Sleeping Behaviors

There were no significant ethnic differences in responses to questions on sleeping behaviors of children. Some regional variation in center practices did emerge.

Toilet-training

Significant ethnic variation occurred in the data on center toilet-training practices, as evidenced by selection of the response, "watch for signal from child," by 26% of the Chicanos, 17% of the Blacks, but only 7% of the Anglos (Figure 22). Again, Chicanos and Blacks were more similar to each other than to Anglos in having evenly divided their choices between "on a schedule" and " . . . signal from child." A much greater percentage of Anglos (20%) chose "on a schedule" than chose " . . . signal from child" (7%). Ethnic variation in the selection of single response categories as opposed to combination responses was also evident. More than twice as many Chicano practitioners (66%) as Anglo practitioners (32%) used a single response category.

The handling of toilet accidents again reflected significant ethnic variations among practitioners. Although all three ethnic groups were in general agreement that toilet accidents were best handled by simply changing the child's clothing, Blacks (50%) and Chicanos (48%) were in closer agreement with one another than with Anglos (35%). Again, Black and Chicano practitioners were more similar to one another with 35% and 38% respectively than to Anglos with 46% in using the combination of "change child's clothes" and "encourage the child to do better.

Tri-ethnically, the practitioner responses to the age when toilet-training was begun were significantly differentiated. Anglos (41%) and Chicanos (44%) appeared more bound than Blacks (31%) to the age between 19 and 24 months for beginning toilet-training. More Anglos (16%) and Blacks (23%) than Chicanos (7%), however, believed that the time to begin toilet-training was "when the child shows interest."

The responses to the question on simultaneous use of the bathroom by girls and boys were significantly different. The majority of practitioners in the two largest metropolitan areas, Houston and Dallas, responded "yes." Interestingly, West Texas practitioners from El Paso (73%) and Lubbock (83%) gave similar proportions of "no" responses, as did South Texas practitioners from San Antonio (57%) and the Valley (61%).

Child Care Center

All three ethnic groups were in significant agreement that the most important activity a center offers children was a "creative" one (Figure 50). In their second choice of an "academic" activity, Black and Chicano practitioners continued in close agreement, but Anglos chose the "physical" category.

The significant regional variation in practitioners' responses to the question of the actual teaching of Black culture ranged from a high of 53% in Houston to a low of 15% in Lubbock (Figure 63). A greater percentage over all regions (18% to 74%) reported that Chicano culture was being taught in centers than reported that Black culture was being taught (15% to 53%).

A majority of all three ethnic groups among practitioners chose Spanish and English as the languages a teacher should use with a child who speaks only Spanish when the child first comes to the center (Figure 68). Sixty-three percent of the Anglos and 59% each of the Blacks and Chicanos chose this answer. Significant variation appeared in the percentages choosing "in Spanish only," predominantly a Chicano choice with 39%, but also selected by 16% of Blacks and 11% of Anglos for when a child first comes.

Significant ethnic variation also appeared in the responses to what language should be used by the teacher with a Spanish-speaking child who has been at the center for some time (Figure 69). Eighty-one percent of the Chicanos, 54% of the Blacks and 40% of the Anglo practitioners (56% of the total practitioner group) chose "in

Spanish and English." However, the next most common response was "in English only," the choice this time of 55% of the Anglos, who were followed by 41% of the Blacks and trailed by Chicanos with 16%.

Parent-Center Relationships

There was striking ethnic variation in practitioners' responses to the question about actual parent involvement in centers (Figure 76). One-third of Anglo practitioners, compared to only 11% of Chicanos and 7% of Blacks, reported that parents were involved "in no way." The converse of this indicates that a much larger majority of both Black and Chicano practitioners than of Anglos was aware of some form of parental involvement.

The kind of parent involvement seen by practitioners also appeared to be significantly variant by regions. This variation was well represented by the range from more than a third of Lubbock practitioners to none in the Valley choosing "in no way." Responses of Valley practitioners indicated a very high level of parent involvement in all listed activities combined, whereas Lubbock practitioners indicated only one or another type of parent involvement.

Practitioners' views of parents' actual relationships to centers showed significant ethnic and regional differences. Again Anglos saw a more limited relationship as they had seen more limited involvement. Thirty percent of the total practitioner sample reported that parents' relationships to the center were represented by only getting the child to the center, though less than 10% of both Black and Chicano practitioners gave this response. Two-thirds of those two groups stated that parents had the full relationship of both learning from and working with the center, but only one-third of Anglo practitioners gave this response.

Regional analysis of practitioners' responses regarding parents' relationships to centers produced significant variation. As many as 30% of Lubbock practitioners and as few as 3% of those in the Valley reported that parents' relationships to their centers were developed only through getting their children to the centers. Many more practitioners in all six regions responded that parents enjoyed a full relationship, including both working with and learning from the center, yet the percentage range was broad. Only 36% in Lubbock and 37% of San Antonio practitioners gave this response, but a majority of 77% of those in the Valley agreed. In between were El Paso, Houston and Dallas with 50%, 51% and 59% respectively, favoring a full relationship.

The ethnic and regional variation noted in the discussion of practitioners' responses to both questions about parent-center involvement and relationship was consistent. Anglo practitioners reported the least parent involvement. Lubbock practitioners were the regional sample reporting the lowest amount, and in the Valley practitioners reported the highest level of parent involvement and relationships.

CHAPTER V

IMPLICATIONS OF CULTURAL FACTORS FOR VOCATIONAL TRAINING OF CHILD CARE PERSONNEL

This study has importance because data has been collected which will help to provide a basis for discussion of essential parameters for vocational training of child care personnel.

Discipline

Differences in the way parents and practitioners identify unacceptable behavior influences how children are disciplined. The behavior chosen by parents by itself as "bad" behavior more often than any other was disobedience. Since a maximum of 7% of practitioners may have identified this as unacceptable behavior, an assumption may be made that most practitioners either do not often experience it or that they do not find disobedience troublesome.

The sharp contrast between parents' and practitioners' views of unacceptable behavior was evident in the fact that only 7% of parents chose "hits" as the only "bad" behavior and only 22% more combined it with other categories in their responses, while 34% of practitioners identified it singly and 49% more used it in a combination response (Figure 15). Even more professionals, 42%, viewed "hurting others" as the only unacceptable behavior, and another 40% included it in combinations.

The effects of ethnicity on the views of both parents and practitioners were somewhat similar and showed significant variation for both groups. Although Black parents were most concerned about disobedience, it was ranked first as unacceptable behavior by all three groups. Therefore, since all parents place importance on obedience, child care personnel should clearly communicate to all parents, and especially to Black parents, the specific behavioral expectations inherent in center policy. Further, center personnel may need to develop strategies for helping children respond appropriately to directions and other strategies for helping parents elicit desired responses from their children.

Ethnic differences in practitioners' views appeared not in their ideas about "hurting others" considered as the only unacceptable behavior, on which there was very close agreement, but rather in its use either singly or in combination. If those identifying "hurting others" as unacceptable behavior either singly or in combination are totaled, 72% of Anglos agreed with 76% of Blacks but with only 68% of Chicanos. These proportions were much higher overall than those for parents: 36% for Anglo parents, 17% for Blacks and 27% for Chicanos.

Parents and practitioners agreed that the most appropriate response to children's unacceptable behavior involved one or more of the positive techniques listed. There was significant ethnic variation only in the proportions of practitioners choosing "discuss the situation" as the sole response, with fewer Anglos than either Blacks or Chicanos doing this.

Both parents' and practitioners' answers to the question about how they responded when children did something to please them produced significant variation. "Praise" by itself was selected as the most appropriate response by 24% of Chicano parents, somewhat more than the 20% of Blacks and 18% of Anglos. However, Anglo parents (45%) chose "praise" with "hug" or with "hug" and "smile" far more often than either Black parents (21%) or Chicano parents (18%).

Analysis of practitioners' responses by ethnicity produced similar results to analysis of parents' responses. "Praise" by itself was again the most popular choice of Chicanos; 42% of Chicano practitioners selected it. Anglo and Black practitioners chose "praise" by itself by 29% and 26% respectively. There was some similarity to parents' responses in the practitioners' choice of the combination of "praise" and "hug." ("Smile" was not a response category for practitioners or professionals.) Fewer Chicanos (34%) used the combination than either Anglo or Black practitioners with 41% and 42% respectively.

The preponderance of the choice of both verbal and physical responses, rather than tangible, among both parents and practitioners in all ethnic groups indicated useful agreement on how to respond to a child who does something pleasing. This agreement also indicated little use of a reward system by any group.

Feeding-eating Practices

Significant variation in both parents' and practitioners' responses to questions concerning feeding-eating practices was primarily regional rather than ethnic. The majority of parents held their babies while bottle-feeding them on a schedule. However, the Chicanos, who composed the majority of the Valley sample, seem to hold their infants while bottle-feeding less often than Anglo or Black parents. But Chicano parents in San Antonio and El Paso were more like Anglo and Black parents in Dallas and Houston than like Chicano parents in the Valley. This suggests that urban-rural influences rather than culture affect baby-feeding practices of mothers. Thus, it may be even more important for personnel in smaller communities than for those in larger communities to understand the complexities of helping infants move from being breast-fed to bottle-fed.

Because a large majority of parents (84%) held their infants while bottle-feeding them, it would appear that all centers should provide for infants to be held while being bottle-fed. The ratio of center personnel to infants must be low, therefore, as part of enabling infants to make a smooth transition from home to center care.

The majority of parents (57%) also fed their babies on a schedule, with neither ethnicity nor regional location being significant factors. In contrast, the majority of practitioners who responded chose a flexible schedule, although there was significant regional variation occurring in their responses. Practitioners in the southern regional tier of El Paso, the Valley and San Antonio chose flexible scheduling less often than practitioners in the northern tier of Houston, Dallas and Lubbock. Perhaps more center personnel than parents have had access to professional theory which generally agrees that scheduling should be as flexible as possible in order to meet the individual needs of infants. It may also be that center personnel in the northern part of Texas have had more access in general to training than those in the southern part.

Sleeping Behaviors

There were no significant ethnic differences in the responses of parents or practitioners to the question on children's sleeping behaviors. The majority of both parents (68%) and practitioners (88%) require children to take afternoon naps or to rest. Significant variation did occur in the answers of parents and practitioners by regions. However, in this instance, a greater regional disparity emerged among parents than among practitioners. This may be the result of a certain amount of uniform information inherent in personnel training programs. Since most centers have children nap or rest in the afternoon, then it would be useful to have a training component to explore various strategies for preparing children to nap, for supervising naptime and for facilitating children's transition periods.

Toilet-training

No significant cultural differences appeared in parents' handling of toilet-training. However, significant ethnic variation resulted in the data on center toilet-training practices. Black and Chicano practitioners were more similar to each other than to Anglo practitioners in their selection of "watch for a signal from child" and "on a schedule" (Figure 22). It appears that Black and Chicano practitioners' toilet-training strategies are more child-oriented than those of Anglo practitioners. Anglos chose "watch for signal from child" less often than Blacks and Chicanos did, and chose "on a schedule" more often than Blacks or Chicanos.

Practitioners' responses about dealing with toilet accidents again reflected significant variations. Although all three ethnic groups were in general agreement on the way toilet accidents were best handled, Blacks and Chicanos were more similar to one another than to Anglos in utilizing only "change child's clothes," without the encouragement to do better added by Anglos.

Tri-ethnically, parent and practitioner responses to the age when toilet-training should begin were significantly differentiated. Black parents and practitioners generally favored an earlier beginning than either Anglo or Chicano groups (Figures 26 and 27). Thus, toilet-training competencies which include sensitivity to ethnic variation should be a part of the training of day care personnel.

In the related area of allowing young boys and girls use of the bathroom simultaneously, parents overwhelmingly (60%) responded "no," though the proportion of "no" responses of Anglo parents was almost the exact opposite of proportions of Black and Chicano parents. In addition, significant regional variation occurred in practitioners' responses with a majority in only the two largest metropolitan areas, Houston and Dallas, responding "yes," as did the majority of professionals. It would seem that the general "expert" agreement on simultaneous use of the bathroom by young boys and girls has not been accepted by parents or practitioners in general, and especially not by Black and Chicano parents. When ethnic differences are coupled with regional differences, the result suggests that disagreements may warrant a re-evaluation of the practice and its positive or negative effects on children and parents. Day care personnel will have to be able to support this practice to parents.

Child Care Center

Though there was no significant data, other than regional, on the question of "What is the most important characteristic for center staff?" there is significance in the general agreement among all ethnic and population groups studied.

The majority of professionals and of all three ethnic groups of both parents and practitioners in all regions studied agreed that "warm, loving personality" was most important (Figure 39.) However, considerably more Anglo parents and practitioners made this choice than either group of Blacks and Chicanos or professionals did. Instead, 40% of professionals along with 46% of both Black and Chicano parents and 35% of Black and 26% of Chicano practitioners chose "trained/experienced" as the most important characteristic. Only 26% of Anglo parents and 21% of Anglo practitioners agreed to this.

The relatively high proportion of professionals and of Black and Chicano parents choosing "trained/experienced" may be indicative of professionals' understanding of the importance of training to teachers' ability to meet young children's needs as well as of minority parents' strong feelings that the quality education needed by their children would be more likely to be provided by trained/experienced teachers. Many practitioners, on the other hand, whose initial training and/or experience was not in the field of early childhood education or development, probably feel that they are fulfilling their job requirements quite well and that the ability to relate well to children with a "warm, loving personality" is more important than training or experience.

The answers to the questions, "What is the most important thing the center should do for children?" addressed to parents and "What are the three most important things the center should do for children?" addressed to practitioners and professionals, are important, though they revealed no significant variation other than in the regional analysis of parent responses.

A 65% majority of all parents, which included more than 75% of both Black and Chicano parents and 50% of Anglo parents, chose "to help child learn--teach child." The relationship of these proportions corresponds roughly to that for parents' responses noted in the preceding discussion about the most important staff characteristic.

Practitioners and professionals, by 33% and 40% respectively, second-ranked "provides good educational program," the category compared to the parent category "to help child learn--teach child." The parent group's second choice, "to take good care of child," was compared to "provides for physical needs," which was ranked fourth with 25% by practitioners and seventh with 17% by professionals.

Other than the coincidental matching of practitioners' and professionals' second-ranked responses, their choices varied widely from each other. Forty-eight percent of the practitioners made "develops socialization skills" one of their three choices, ranking it first. It ranked sixth among professionals' choices. Their first rank went to "develops self-concept," chosen by 42% of professionals but ranked only fifth by practitioners.

It is possible to conclude that all three population groups have a high regard for the center's responsibility to educate children. Parents clearly enunciated this in choosing "to help child learn--teach him" as most important, while practitioners emphasized socialization and professionals stressed the need to help the child develop a positive self-concept.

In answer to another related question, for parents, "What is the most important thing the center should teach your child?" and for practitioners and professionals, "What is most important for children to learn at a child care center?" there was little agreement. Anglo parents, who chose "to get along with others" by a two-thirds majority, disagreed sharply with Black and Chicano parents, whose first choice by almost 50% of both groups was "to be ready for school." The choice of "to be ready for school" by Black and Chicano parents supports their first choice of "to help child learn--teach child" as indicated in the discussion of the previous question. Tying with 25% for second rank among Black parents was "to get along with others" and "to behave right." This ranking tends to support conclusions previously discussed about the relatively greater importance to Black parents than to Anglo or Chicano parents of children's adherence to rules.

In addition, significant regional variation occurred as the majority of parents in all regions except the Valley chose "to get along with others." The intersection of ethnicity is apparent in this regional effect as the Valley parent sample was almost all Chicano.

Both the total practitioner group and all ethnic groups therein supported with similar large majorities "to get along with others" as most important for children to learn. "Cognitive skills," the comparable category for "to be ready for school" on the parent instrument, was not popular with any practitioners, as it was with Black and Chicano parents. It was chosen by only 10% of Anglo and 16% of both Black and Chicano practitioners.

The ethnicity of children in the center seemed to influence practitioners' responses. More than one-fourth of practitioners in centers with tri-ethnic population selected "cognitive skills." In predominantly Black and/or Chicano centers, approximately 15% made this choice, but only 7% of practitioners in predominantly Anglo centers chose "cognitive skills."

Sixty percent of professionals agreed with the Anglo parent majority and with all practitioners that "to get along with others" was most important. Only one professional chose "cognitive skills."

Closely allied to the two immediately preceding questions was the one about the most important kind of activity a center should provide, asked of parents and professionals, and asked of practitioners in the form of the most important activity actually provided.

Black and Chicano parents gave identical ranking to the three responses: first to "academic," second to "creative" and third to "physical." In contrast, Anglo parents' first choice was "creative," also the first choice of all practitioners. Anglo practitioners differed from Blacks and Chicanos on their second rank, which was "academic," chosen by 40% and 34% respectively. Twenty-six percent of Anglo practitioners selected "physical," ranking it second. Professionals' first choice by a 60% majority was "physical." All three sample groups, then, had a different first choice.

Parents' choice of "academic" supports again the trend in parents' responses to related questions to promote the educational importance of the child care center. This clear trend would seem to indicate both the importance of providing child care personnel with a comprehensive curriculum to develop all needed competencies and the need to keep parents well informed about center goals and activities through which they are achieved.

The answers to the series of questions dealing with whether U.S., Black and Chicano culture should be and then whether they are being taught in centers revealed much significant and provocative data. Parents of all three ethnic groups agreed that the culture of all groups should be taught, but they also agreed that neither Black nor Chicano culture were being taught in the majority of centers. Significantly more Blacks (35%) responded that Black culture was being taught than Chicanos (25%) reported that Chicano culture was being taught. In fact, a slightly higher percentage of both Anglo and Black parents than Chicano parents reported Chicano culture being taught.

Regional analysis revealed significant differences, the most outstanding of which was that 46% of San Antonio parents, a much higher percentage than in any other region, reported that both Black culture and Chicano culture were being taught. Ethnic and regional effects again appear to be interacting in this set of parent responses.

In general, practitioners' responses were in agreement with those of parents, though slightly fewer Anglo and Black practitioners than parents agreed that Black culture should be taught, while 10% more Chicano practitioners than parents agreed. On the question of whether to teach Chicano culture, exactly the same response pattern appeared. At least 20% more practitioners than parents stated that Black and Chicano culture were being taught, which suggests that many parents were not aware of the extent of cultural enrichment occurring in the child care center. It also seems to be true that Black or Chicano culture tend to be taught more in centers which have a dominant Black or Chicano clientele and more readily by practitioners belonging to the particular culture.

The percentages of professionals agreeing that U.S., Black and Chicano cultures should be taught were 85%, 83% and 81% respectively, higher than those for either parents or practitioners on whether Black and Chicano cultures should be taught.

These conclusions would support the relevance of cross-cultural information and activities for training Texas child care personnel. The broad cultural heritage of Blacks and Chicanos as well as U.S. culture should be included in a curriculum for personnel in all child care programs.

All three sample groups were asked two final questions relating to child care center practices: "How should the teacher talk with a child speaking only Spanish when the child first comes?" and "How should the teacher talk with a Spanish-speaking child after some time?" The majority of the total parent group and of each ethnic groups separately chose "in English and Spanish" as the answer to both questions. As might be expected, the percentage of Chicano parents choosing "in English and Spanish" rose slightly for the second question as a few more Chicano parents chose this response instead of "in Spanish only."

Practitioner responses were similar to those of parents, but "in English only" was chosen significantly more by practitioners than by parents in answer to both questions. A significant number of Chicano practitioners, 39%, however, chose "in Spanish only" in answer to the first question. This proportion dropped dramatically to only 3% in answer to the second question. Another interesting transition appeared in the percentage shift in Anglo practitioners' choice of "in English only" from 26% for " . . . when the child first comes" to 55% for " . . . after some time."

Professionals only slightly favored "in English and Spanish" over "in Spanish only" in response to the first question. However, professional opinion shifted tremendously in answer to " . . . after some time." No professional chose "in Spanish only," 8% preferred "in English only" and 81% selected "in English and Spanish."

The general agreement that it is necessary for a teacher to be able to speak at least part of the time in Spanish to a child speaking only Spanish both when the child first comes and after some time strongly suggests the need to provide training in the use of conversational Spanish for child care personnel who may work in centers with Chicano children.

Parent-Center Relationships

The fact that Black and Chicano parents indicated a much higher level of involvement with child care centers than Anglos did may be attributable to the fact that there is generally a much greater proportion of both Black and/or Chicanos than Anglos in publicly-funded programs like Head Start. Such centers are required to develop parent involvement programs with the expectation that parents will participate. Regional variation, though very pronounced, may be a coincidental sampling effect, or may relate to the general level of parent concern in each area. The fact that only 6% of Valley parents responded that they "do nothing" seems to add again to the evidence that there is a large amount of support for educational programs in the Valley.

A provocative sampling effect resulted from the contrast between parents' views on parent involvement and those of practitioners from the same centers. The discrepancy between the percentage of involvement reported by parents and that reported by practitioners is probably due to the fact that parents reported only what they individually did, whereas practitioners reported in terms of all parent involvement of which they were aware.

The data on parent-center relationships also produced significant regional variation. More Lubbock practitioners (30%) than parents (21%) saw a limited parent relationship involving only getting the child to the center. In every region, in fact, except in the Valley, practitioners saw parents with a more limited relationship than parents thought they ought to have. In sharp contrast was the very small percentage (3%) of Valley practitioners who saw a very limited parent relationship compared to the 24% of Valley parents who preferred it.

Another striking regional variation occurred in data on practitioners' stated perceptions of a broad parent-center relationship, which also varied greatly from parents' views in the same regions. Only in El Paso was there approximate agreement between parents (45%) and practitioners (50%) that working with and learning from the center should be and was the relationship. In Dallas, it was expressed by 70% of parents but by only 59% of practitioners. Sixty-eight percent of parents in Houston gave that response, compared to 51% of practitioners there. A tremendous contrast appeared between the 10% of Lubbock parents and 36% of practitioners with that view. An even more dramatic difference was presented by the variation between 73% of San Antonio parents and 37% of practitioners choosing the broad relationship and by the variation between 43% of Valley parents and 77% of practitioners there.

These varying views reflect the fact that in three of the six regions studied, Dallas, Houston and San Antonio, a larger percentage of parents said that the relationship should involve both learning from and working with the center than the percentage of practitioners who saw this as the actual relationship of parents in their centers. In the three smaller regions studied, El Paso Lubbock and the Valley, the reverse was true.

The differences between parents' reported ideas of the appropriate parent-center relationship and practitioners' reporting of parents' actual relationships may be partially explained by the assumption that parents were expressing idealized views--what they thought they should do--rather than what their relationships really were and partially by the assumption that practitioners were expressing a generalized view of the parent-center relationship.

The pronounced variations in parent involvement in relation to both ethnicity and geography indicates the need for careful analysis of the interaction between these two variables and between types of centers--public or private--and the ethnicity of their clientele, as well as of their effects on parent involvement.

Summary

There are few clear uncomplicated cultural differences in the relationship of Anglo, Black and Chicano child-rearing practices and child care center practices. Thus, the training of child care personnel should be responsive to the complex interaction of ethnicity and regional differences, which may result in diversity within ethnic groups. The overall trend has been one of general agreement among parents on child-rearing practices and attitudes toward child care centers, though there were some significant differences which have been discussed. Parent opinions have coincided to a large degree with those of practitioners, who also generally agreed with each other. Comparisons of parents' and practitioners' views to those of professionals yielded some disagreement, a disagreement that may be explained as a lag in public understanding and acceptance of professional opinion.

In sum, cultural factors may not be as important to vocational training of child care personnel as has been suspected. There are few major differences in the attitudes, opinions and practices of Texas Anglo, Black and Chicano parents and child care center practitioners. Since there is agreement among these groups on the need for young children to be taught about both the dominant and minority cultures, it is apparent that vocational training of all child care personnel should include learning experiences designed to enhance general ethno-cultural awareness and understanding, provide specific information about Anglo, Black and Chicano heritage, develop the ability to speak conversational Spanish, and enable classroom personnel to design and implement cultural enrichment activities for young children.

APPENDIX A

SAMPLE BIOGRAPHICAL INFORMATION

PARENT BIOGRAPHICAL INFORMATION

Date of interview ______ Interviewer's name ____________________

Person interviewed ____

Relationship to child ____________________________________

Home address ________________________________ Home Tel. no. ________
Street City Zip

Var. 64. Relationship to child:

1. mother
2. father
3. grandmother
4. grandfather
5. uncle
6. aunt
7. other
8. mother and father

Var. 65. Sex:

1. Male
2. Female

Var. 66. Approximate age:

1. 18-25
2. 26-35
3. 36-45
4. 46-55
5. 56-65
6. over 65

Var. 67. Highest grade completed:

1. 9th or less
2. 2-3 yrs. high school
3. finished high school
4. 1-2 yrs. college
5. finished college
6. postgraduate work

Var. 68. Marital status:

1. married
2. divorced
3. widowed
4. single
5. separated

Var. 69. Other persons in home:

number of children

Var. 70. Other persons in home:

number of other adults

Var. 71. Income level:

0. no answer
1-7. poverty level figure for non-farm families:
    1. family of 1 -$2,330
    2. family of 2 - 3,070
    3. family of 3 - 3,810
    4. family of 4 - 4,550
    5. family of 5 - 5,290
    6. family of 6 - 6,030
    7. family of 7 - 6,770
8. above poverty to median income ($11,500)
9. above median

PARENT BIOGRAPHICAL INFORMATION (Continued)

Var. 72. Length of time in center:

1. less than 6 mos.
2. 6 mos. to 1 yr.
3. 1 to 2 yrs.
4. more than 2 yrs.

Var. 73. Weekly attendance in center:

1. all day every day
2. half day every day
3. half day: 1,2,3 days
4. 1,2,3 full days

Var. 74. Any other center used before (for any child):

1. no
2. yes

Var. 75. For how long:

1. less than 6 mos.
2. 6 mos. to 1 yr.
3. 1 to 2 yrs.
4. more than 2 yrs.

Var. 76. Identifies Parent

Var. 77. Ethnicity:

1. Anglo
2. Black
3. Chicano
4. other

Var. 78. Location:

1. Dallas
2. El Paso
3. Houston
4. Lubbock
5. San Antonio
6. Valley

Var. 79. Setting:

1. urban
2. rural

PRACTITIONER BIOGRAPHICAL INFORMATION

Date of interview ______ Interviewer's name ____________________

Person interviewed ____________________ Job title ____________

Name of center ____

Address ____ Tel. no. __________
Street City Zip

Home address ____ Home Tel. no. __________
Street City Zip

Var. 51. Approximate age:

1. 18-25
2. 26-35
3. 36-45
4. 46-55
5. 56-65
6. over 65

Var. 52. Sex:

1. Male
2. Female

Var. 53. Highest grade completed:

1. 9th or less
2. 2-3 yrs. high school
3. finished high school
4. 1-2 yrs. of college
5. postgraduate work
6. finished 4 yrs. college

Var. 54. If you have not completed your education, do you plan to finish

1. high school
2. college
3. professional or graduate work

Var. 55. How long have you been doing your present kind of work?

1. less than one year
2. one to five years
3. six to ten years
4. eleven to twenty years
5. more than twenty years

Var. 56. What ethnic group children have you ever worked with directly?

1. Anglo
2. Black
3. Chicano

Var. 57. Ethnicity of children in group or total center?

1. at least 80% Anglo
2. at least 80% Black
3. at least 80% Chicano
4. Anglo, Black, Chicano

Var. 58. If teacher, age(s) of children in group:
If director, age(s) of children in center:

1. Infant to 2 years
2. 2 years
3. 3 years
4. 4 years
5. 5 years
6. 6 years and above

PRACTITIONER BIOGRAPHICAL INFORMATION (Continued)

Var. 59. Job title:

1. teacher
2. director
3. aide-assistant
4. cook
5. social worker
6. program-curriculum director
7. housekeeper/custodian
8. bus driver
9. other

Var. 60. See instrument (Q.1.)

Var. 61. Type of center:

1. non-profit
2. commercial

Var. 62. Identifies Practitioner

Var. 63. Ethnicity:

1. Anglo
2. Black
3. Chicano
4. other

Var. 64. Location:

1. Dallas
2. El Paso
3. Houston
4. Lubbock
5. San Antonio
6. Valley

Var. 65. Setting:

1. urban
2. rural

PROFESSIONAL BIOGRAPHICAL INFORMATION

Date of interview _____ Interviewer's name ____________________

Person interviewed ____________________ Job title ____________

Name of institution ______________________________

Address ______________________________ Tel. no. __________
Street City Zip

Home address ______________________________ Home Tel. no. __________
Street City Zip

Var. 54. Approximate age:

1. 18-25
2. 26-35
3. 36-45
4. 46-55
5. 56-65
6. over 65

Var. 55. Sex:

1. Female
2. Male

Var. 56. Educational degree:

1. Ph.D. or Ed.D.
2. M.A. or M.Ed.
3. B.A. or B.S.
4. A.A.

Var. 57. Area of specialization:

1. Elementary Ed.
2. Early Childhood Ed.
3. Child Development
4. Social Work
5. other

Var. 58. How long have you been employed in your present position?

1. less than one year
2. one to five years
3. six to ten years
4. eleven to twenty years
5. more than twenty years

Var. 59. With what ethnic group children have you ever directly worked?

1. Anglo
2. Black
3. Chicano

What was the specific nature of the above experience(s)?

Var. 60. With Anglos
Var. 61. With Blacks
Var. 62. With Chicanos

1. teacher, aide, recreation worker
2. supervisor
3. administrator
4. other

For how long?

Var. 63. With Anglos
Var. 64. With Blacks
Var. 65. With Chicanos

1. less than 1 yr.
2. one to five yrs.
3. six to ten yrs.
4. eleven to twenty yrs.
5. more than twenty yrs.

PROFESSIONAL BIOGRAPHICAL INFORMATION (Continued)

Var. 66. Job setting:

1. Dept. Pub. Welfare
2. 4 year college
3. 2 year college
4. public school
5. administrative
6. other setting

Var. 67. Identifies Professional

Var. 68. Ethnicity:

1. Anglo
2. Black
3. Chicano
4. other

Var. 69. Location:

1. Dallas
2. El Paso
3. Houston
4. Lubbock
5. San Antonio
6. Valley

Var. 70. Setting:

1. urban
2. rural

APPENDIX B

INTERVIEW INSTRUMENTS

PARENT INTERVIEW INSTRUMENT

FAMILY RELATIONSHIPS

Var. 2. (Q.1.) How many children attend ____________________ (Center)?

Var. 3. (Q.2.) Who helps you most look after ____________________ (child's name)?

(0) no one

(1) mother

(2) husband

(3) grandmother

(4) other child

(5) friend

(6) baby sitter

(7) other

Var. 4. (Q.3.) How often does s/he help you look after __________ (child's name)?

(0) not applicable

(1) less than a month

(2) once a month

(3) 2 to 3 times monthly

(4) once a week

(5) several times weekly

(6) every day

Var. 5. (Q.4.) When s/he helps you look after __________ (child's name), for how long is it?

(0) not applicable

(1) 1 to 2 hours

(2) 3 to 4 hours

(3) most of the day

(4) all day

Var. 6. (Q.5.) Does your husband or another man help you with ______?
(child's name)

(0) not applicable

(1) yes

(2) no

Var. 7. (Q.6.) (If yes), what does he do?

(0) not applicable

(1) looks after ______
(child's name)

(2) feeds her/him

(3) plays with her/him

(4) bathes her/him

(5) puts her/him to bed

(6) take her/him places

(7) other

Var. 8. (Q.7.) If you use a baby-sitter, are you happy or unhappy with her/him?

(0) not applicable

(1) happy

(2) unhappy

Var. 9. (Q.8.) Why do you feel that way?

(0) not applicable

(1) s/he is a reliable, trustworthy person

(2) you have known her/him a long time

(3) s/he takes good care of ______
(child's name)

(4) s/he is a relative

(5) s/he doesn't take good care of ______
(child's name)

(6) s/he doesn't follow my directions for taking care of ______
(child's name)

Var. 10. Who makes your child behave most of the time?
(Q.9.)

(0) no one

(1) mother

(2) father

(3) family members

Var. 11. If ____________ does something that pleases you, what
(Q.10.) (child's name) do you do?

(1) give her/him a hug

(2) smile at her/him

(3) praise her/him

(4) give extra privilege

(5) reward her/him

Var. 12. If ____________ does something you don't like, what
(Q.11.) (child's name) do you do?

(1) give her/him a mean look

(2) talk to her him

(3) yell at her/him

(4) hit her/him

(5) isolate her/him

(6) take away a privilege

(7) deny food

Var. 13. What do you consider bad behavior in ____________?
(Q.12.) (child's name)

(1) disobeys orders

(2) uses bad words

(3) talks back

(4) hits or fights

FEEDING-EATING PRACTICES

Var. 14. How did you feed ____________ when s/he was a baby?
(Q.13.) (child's name)

(1) breast-fed

(2) bottle

Var. 15. (If bottle-fed), how was the bottle fed to ____________?
(Q.14.) (child's name)

(0) not applicable

(1) held her/him and fed bottle

(2) propped up the bottle

Var. 16. Did you feed her/him on a schedule?
(Q.15.)

(1) yes

(2) no

For Chicanos only:

Var. 17. Does ____________ like Mexican food more than other foods?
(Q.16.) (child's name)

(0) not applicable

(1) yes

(2) no

For Anglos and Blacks:

Var. 18. Does ____________ like Mexican food?
(Q.17.) (child's name)

(0) not applicable

(1) yes

(2) no

For Blacks only:

Var. 19. Does ____________ like soul food more than other foods?
(Q.18.) (child's name)

(0) not applicable

(1) yes

(2) no

For Anglos and Chicanos:

Var. 20. (Q.19.) Does ____________ like soul food?
(child's name)

(0) not applicable

(1) yes

(2) no

Var. 21. (Q.20.) What is the main way you introduce new foods to her/him?

(1) insist that they taste it

(2) make them eat it

(3) I ate it first

(4) I mixed it with something s/he liked

(5) I put it on their plate, encourage child to eat it

(6) s/he eats everything

Var. 22. (Q.21.) Does s/he eat with the family at mealtimes?

(1) yes (regularly)

(2) most of the time

(3) occasionally

(4) no

SLEEPING BEHAVIORS

Var. 23. (Q.22.) Do you require ____________ to take afternoon naps or to rest?
(child's name)

(1) yes

(2) occasionally

(3) no

Var. 24. (Q.23.) What time does s/he go to bed?

(1) 6 to 7 p.m.

(2) 7 to 8 p.m.

(3) 8 to 9 p.m.

(4) 9 to 10 p.m.

(5) after 10 p.m.

Var. 25. What time does s/he get up in the morning?
(Q.24.)

(1) 6 to 7 a.m.

(2) 7 to 8 a.m.

(3) after 8 a.m.

Var. 26. Does s/he sleep alone or with others in a room?
(Q.25.)

(1) alone

(2) with others

Var. 27. (If with others), does s/he sleep in the same bed or
(Q.26.) in a separate bed?

(0) not applicable

(1) same bed

(2) separate bed

TOILET-TRAINING

Var. 28. How did you toilet-train ____________?
(Q.27.) (child's name)

(1) put her/him on the potty on a schedule

(2) turned the water on when I sat child on potty

(3) watched for some signal, then put child on potty

(4) praised her/him when s/he was successful

(5) nagged, scolded, harassed

(6) did nothing

Var. 29. How old should a child be when you begin toilet-
(Q.28.) training? (in mths.)

Var. 30. How old was ____________ when completely toilet-
(Q.29.) (child's name) trained? (in mths.)

Var. 31. (Q.30.) In your home, would you allow little boys and girls to use the bathroom at the same time?

(1) yes
(2) no

PLAY ACTIVITIES

Var. 32. (Q.31.) With whom does ____________ play most of the time?
(child's name)

(1) alone
(2) brothers and/or sisters
(3) other children
(4) adults
(5) family

Var. 33. (Q.32.) When s/he is home all day, how many hours does s/he spend playing?

(0) 0
(1) 1
(2) 2
(3) 3
(4) 4
(5) 5
(6) 6
(7) 7
(8) 8
(9) 9

Var. 34. (Q.33.) Not used.

Var. 35. Q.34.) Not used.

Var. 36. (Q.35.) Does ____________ watch television?
(child's name)

(1) yes
(2) no

Var. 37. (Q.36.) When s/he is home all day, how many hours does s/he watch?

(0) 0
(1) 1
(2) 2
(3) 3
(4) 4
(5) 5
(6) 6
(7) 7
(8) 8
(9) 9

Var. 38. (Q.37.) Does s/he regularly watch any of the following programs?

(1) Sesame Street
(2) Mister Rogers Neighborhood
(3) Villa Alegre
(4) Electric Company
(5) Spanish TV shows
(6) Black culture TV shows

Var. 39. (Q.38.) Do you decide what s/he watches?

(1) yes
(2) no

Var. 40. (Q.39.) Do you take ____________ (child's name) places?

(1) yes
(2) no

Var. 41. (Q.40.) Not used.

VERBAL INTERACTIONS

Var. 42. (Q.41.) What language do you use with ____________ (child's name)?

(1) English

(2) Spanish

(3) English and Spanish

(4) other

Var. 43. (Q.42.) What other language is spoken to the child by anyone?

(0) none

(1) English

(2) Spanish

(3) other

Var. 44. (Q.43.) While you are around the house, what do you talk to ____________ (child's name) about?

(1) family life

(2) school activities

(3) plans for the future

(4) what you are doing

Var. 45. (Q.44.) Who starts the conversations most of the time, you or ____________ (child's name)?

(1) you (respondent)

CHILD CARE CENTER

Var. 46. (Q.45.) What is the most important characteristic for the center staff to have?

(1) belongs to same ethnic group as children

(2) loving, warm, kind personality

(3) trained/experienced in teaching children

Var. 47. (Q.46.) What is the most important thing the center should do for your child?

(1) help him learn--teach him

(2) take care of him

(3) see that s/he gets good food

(4) see that s/he gets enough rest

(5) help the child get needed services

(6) help the child by helping the family

Var. 48. (Q.47.) What is the most important thing the center should teach your child?

(1) to be ready for school

(2) to take care of self

(3) to get along with others

(4) to behave right/do what told, follow directions

(5) to speak good English

Var. 49. (Q.48.) What is the most important kind of activity the center should offer your child?

(1) academic

(2) creative

(3) physical

Var. 50. (Q.49.) How should the center staff make your child behave?

(1) spank

(2) isolate

(3) redirect

(4) talk with her/him

(5) deprive of food

(6) remove privilege or activity

(7) offer rewards for good behavior

Var. 51. (Q.50.) Should the center teach about United States history, holidays, leaders, food, etc.?

(1) yes
(2) no

Var. 52. (Q.51.) Should the center teach about Black history, holidays, leaders, food, etc.?

(1) yes
(2) no

Var. 53. (Q.52.) Does your center actually teach about Black history, holidays, leaders, food, etc.?

(1) yes
(2) no

Var. 54. (Q.53.) Should the center teach about Chicano history, holidays, leaders, food, etc.?

(1) yes
(2) no

Var. 55. (Q.54.) Does your center actually teach about Chicano history, holidays, leaders, food, etc.?

(1) yes
(2) no

Var. 56. (Q.55.) If a child comes to the center speaking only Spanish, how should the teacher talk with her/him when s/he first comes?

(1) speak only in English

(2) speak only in Spanish

(3) speak in English and Spanish

(4) other

Var. 57. (Q.56.) How should the teacher talk with the Spanish speaking child after s/he has been at the center for some time?

(1) in English only

(2) in Spanish only

(3) in English and Spanish

Var. 58. (Q.57.) What do you do at or for the center?

(0) nothing

(1) attend parent meetings

(2) do volunteer work

(3) serve on advisory board

(4) help make or repair things

Var. 1. (Q.58.) What should the parent's relationship be with the center?

(1) to see that child goes to center

(2) learn how to teach (rear) her/his child

(3) work with the center for her/his child

(4) both 2 and 3 above

Vars. 59-63. Not used.

FORMAS PARA ENTREVISTAR A LOS PADRES

RELACIONES FAMILIARES

Var. 2. ¿Cuántos niños assisten al ______________________________?
(P.1.) (Centro)

Var. 3. ¿Quién le ayuda mas a cuidar a __________________?
(P.2.) (nombre del niño/a)

(0) nadie

(1) la madre

(2) el esposo

(3) la abuela

(4) otro niño

(5) amigo

(6) la niñera

(7) otro

Var. 4. ¿Cuán seguido le ayuda el/ella a cuidar a __________________?
(P.3.) (nombre del niño/a)

(0) no es aplicable

(1) menos de un mes

(2) una vez al mes

(3) 2 o 3 veces al mes

(4) una vez a la semana

(5) várias veces semanalmente

(6) todos los días

Var. 5. Cuando el/ella le ayuda a cuidar a __________________,
(P.4.) ¿por cuanto tiempo es? (nombre del niño/a)

(0) no es aplicable

(1) de una a dos horas

(2) de tres a cuatro horas

(3) la mayor parte del día

(4) todo el día

Var. 6. ¿Le ayuda su esposo u otro hombre con ____________?
(P.5.) (nombre del niño/a)

(1) sí
(2) no
(3) no es aplicable

Var. 7. (Si contestó afirmativamente),¿qué hace él?
(P.6.)

(0) no es aplicable

(1) cuida a ____________
(nombre del niño/a)

(2) le alimenta

(3) juega con el/ella

(4) le baña

(5) le acuesta

(6) le lleva a lugares

(7) otro

Var. 8. Si usted ocupa un/a niñera,¿está usted contenta o
(P.7.) discontenta con el ella?

(0) no es aplicable
(1) contenta
(2) discontenta

Var. 9. ¿Por que siente usted de esa forma?
(P.8.)

(0) no es aplicable

(1) él/ella es una persona formal, digna de confianza

(2) usted le ha conocido por largo tiempo

(3) él/ella cuida bien a ____________
(nombre del niño/a)

(4) él/ella es un pariente

(5) él/ella no cuida bien a ____________
(nombre del niño/a)

(6) él/ella no sigue mis direcciones para cuidar a

____
(nombre del niño/a)

(7) él/ella no sabe que hacer

Var. 10. ¿Quién hace a su niño comportarse la mayor parte del tiempo?
(P.9.)

(0) nadie

(1) la madre

(2) el padre

(3) un miembro de la familia

Var. 11. Si ________________ hace algo que complace a usted,¿qué
(P.10.) (nombre del niño/a) hace usted?

(1) le daz un abrazo

(2) le sonrio

(3) le alabo

(4) daz privilegios extras

(5) le recompenso

Var. 12. Si ________________ hace algo que a usted no le gusta,¿qué
(P.11.) (nombre del niño/a) hace usted?

(1) le daz una mirado significativa

(2) le hablo

(3) le grito

(4) le pego

(5) le aislo

(6) le quito privilegios

(7) le niego comida

Var. 13. ¿Qué usted considera mala conducta en ________________?
(P.12.) (nombre del niño/a)

(1) desobedecer ordenes

(2) usar malas palabras

(3) contestar

(4) pegar

PRÁCTICAS COMIENDO - ALIMENTANDOSE

Var. 14. ¿Cómo alimentaba a ____________ cuando era un bebé?
(P.13.) (nombre del niño/a)

(1) le daba el pecho

(2) botella

Var. 15. (Si le alimenta por botella), ¿cómo era la alimentación por
(P.14.) botella para ____________ ?
(nombre del niño/a)

(0) no es aplicable

(1) le cargaba y le alimentaba por la botella

(2) le sostenía la botella

Var. 16. ¿Le alimentaba con un horario?
(P.15.)

(1) sí
(2) no

Para Chicanos solamente:

Var. 17. ¿Le gusta a ____________ la comida mexicana más que
(P.16.) (nombre del niño/a) otras comidas?

(0) no es aplicable
(1) sí
(2) no

Para Anglos y Negros:

Var. 18. ¿Le gusta a ____________ la comida mexicana?
(P.17.) (nombre del niño/a)

(0) no es aplicable
(1) sí
(2) no

Para Negros solamente:

Var. 19. ¿Le gusta a ____________ la comida de negros?
(P.18.) (nombre del niño/a)

(0) no es aplicable
(1) sí
(2) no

Para Anglos y Chicanos:

Var. 20. ¿Le gusta a ________________ la comida de negros?
(P.19.) (nombre del niño/a)

(0) no es aplicable
(1) sí
(2) no

Var. 21. ¿Cuál es la manera principal en que usted le presenta nuevas
(P.20.) comidas a el/ella?

(1) insiste en que ellos la prueben

(2) hace que ellos la coman

(3) la como primero (modelo)

(4) la mezclo con algo que le gusta a el/ella

(5) la pongo en su plato, animando al niño a comer esta

(6) el/ella como de todo

Var. 22. ¿Come el/ella con la familia a horas de comidas?
(P.21.)

(1) sí (regularmente)

(2) la mayor parte del tiempo

(3) ocasionalmente

(4) no

CONDUCTAS PARA DORMIR

Var. 23. ¿Requiere usted que ________________ tome siestas o descanse
(P.22.) (nombre del niño/a) después del mediodía?

(1) sí
(2) ocasionalmente
(3) no

Var. 24. ¿A qué hora se va el ella a la cama?
(P.23.)

(1) 6 a 7 p.m.

(2) 7 a 8 p.m.

(3) 8 a 9 p.m.

(4) 9 a 10 p.m.

(5) después de las 10 p.m.

Var. 25. ¿A qué hora se levanta el/ella en las mañanas?
(P.24.)

(1) 6 a 7

(2) 7 a 8

(3) después de las 8

Var. 26. ¿Duerme el/ella junto o con otros en un cuarto?
(P.25.)

(1) solo/a
(2) con otros

Var. 27. (Si con otros), ¿duerma el/ella en la misma cama o en una cama separada?
(P.26.)

(0) no es aplicable
(1) en la misma cama
(2) en una cama separada

ENTRENAMIENTO PARA USAR EL BAÑO

Var. 28. ¿Como enseño a usar el baño a ____________________?
(P.27.) (nombre del niño/a)

(1) le puse sobre la taza en un horario

(2) corria el agua cuando le sentaba sobre la taza

(3) observaba alguna señal, entonces ponía al niño sobre la taza

(4) le alababa cuando el/ella tenía éxito

(5) importunaba, reprendía, hostigaba

(6) no hize nada

Var. 29. ¿Qué edad debe un niño tener cuando usted comienze a entrenarlo a usar el baño? (en meses)
(P.28.)

Var. 30. ¿Qué edad tenía ______________________ cuando estaba
(P.29.) (nombre del niño/a)
completamente entrenado para usar el baño? (en meses)

Var. 31. ¿En su casa, permiteria pequeños niños y niñas usar el baño al mismo tiempo?
(P.30.)

(1) sí
(2) no

ACTIVIDADES DEL JUEGO

Var. 32. (P.31.) ¿Con quién juega ________________ la mayor parte del tiempo?
(nombre del niño/a)

(1) solo/a
(2) sus hermanos y/o sus hermanas
(3) otros niños
(4) adultos
(5) familia

Var. 33. (P.32.) ¿Cuando el/ella permanece en casa todo el día, cuántas horas pasa jugando?

Var. 34. (P.33.) No usado.

Var. 35. (P.34.) No usado.

Var. 36. (P.35.) ¿Ve la televisión ________________?
(nombre del niño/a)

(1) sí
(2) no

Var. 37. (P.36.) ¿Cuando el niño está en casa todo el día, cuántas horas ve la televisión?

Var. 38. (P.37.) ¿Ve regularmente algunos de los programas siguientes?

(1) Sesame Street

(2) Mister Rogers Neighborhood

(3) Villa Alegre

(4) Electric Company

(5) programas de televisión en español

(6) programas sobre la cultura negra

Var. 39. (P.38.) ¿Decide usted cuáles programas puede ver su niño/a?

(1) sí
(2) no

Var. 40. (P.39.) ¿Lleva a algunos lugares a ________________?
(nombre del niño/a)

(1) sí
(2) no

Var. 41. No usado.
(P.40.)

INTERACCIONES VERBALES

Var. 42. ¿Qué idioma usa usted para hablar con ____________________?
(P.41.) (nombre del niño/a)

(1) en inglés
(2) en español
(3) en inglés y español
(4) otro

Var. 43. ¿Cuál otro idioma es hablado al niño/a por alguna otra persona?
(P.42.)

(0) ninguno

(1) inglés

(2) español

(3) otro

Var. 44. ¿Cuando usted está en casa, ¿de qué le habla a ____________________?
(P.43.) (nombre del niño/a)

(1) de la familia

(2) de las actividades escolares

(3) planes para el futuro

(4) de lo que usted hace

Var. 45. ¿Quién empieza la conversación la mayor parte del tiempo, usted o ____________________?
(P.44.) (nombre del niño/a)

(1) usted
(2) el niño, la niña

CENTRO DE HOSPEDAJE PARA NIÑOS

Var. 46. ¿Cual es la característica más importante que deben tener los empleados del centro?
(P.45.)

(1) que sea del mismo grupo social (éthnico) que los niños

(2) cariñoso/amable, sensible, buena personalidad

(3) entrenada/con experiencia en el trato y enseñanza de niños

Var. 47. (P.46.) ¿Qué es lo más importante que debe de hacer un centro por su niño/a?

(1) ayudarle a aprender - enseñarle

(2) cuidarlo

(3) ver que tenga buena comida

(4) cuide bien que descanse lo suficiente

(5) ayudar al niño/a a recibir los servicios que necesite

(6) ayudar al niño/a ayudando a la familia a conseguir servicios sociales

Var. 48. (P.47.) ¿Qué es lo más importante que debe de enseñarle al niño/a en el centro?

(1) preparación escolar

(2) ser independiente

(3) compañerismo

(4) comportamiento

(5) hablar buen inglés

Var. 49. (P.48.) ¿Cuál es la actividad más importante que debe ofrecerle el centro a los niños/niñas?

(1) académico
(2) creatión
(3) física

Var. 50. (P.49.) ¿Como debe ser aplicada la disciplina a su niño/a por los empleados del centro?

(1) pegarle

(2) aislarlo de todos

(3) redirigirlo

(4) hablar con él/ella

(5) negarle comida

(6) quitarle algún privilegio/actividad de juego

(7) ofrecerle algún obsequio por su buena conducta

Var. 51. (P.50.) ¿Debería el centro enseñarle sobre la historia de los Estados Unidos, los días de fiesta, los líderes, la comida, etc.?

(1) sí
(2) no

Var. 52. (P.51.) ¿Debería el centro enseñar sobre la historia del negro, días de fiesta, los líderes, la comida, etc.?

(1) sí
(2) no

Var. 53. (P.52.) ¿Sabe usted si el centro actualmente enseña la historia negro, días de fiesta, los líderes, la comida, etc.?

(1) sí
(2) no

Var. 54. (P.53.) ¿Debería el centro enseñar sobre la historia chicana, los días de fiesta, líderes, comida, etc.?

(1) sí
(2) no

Var. 55. (P.54.) ¿Sabe usted si su centro actualmente enseña historia chicana, los días de fiesta, líderes, comidas, etc.?

(1) sí
(2) no

Var. 56. (P.55.) Si un niño/a llega al centro por primera vez, hablando nada mas que espanol, ¿cómo le debe de hablar la maestra primero?

(1) hablarle solo en inglés

(2) hablarle solo en español

(3) hablarle en inglés y español

(4) otro

Var. 57. (P.56.) ¿Cómo debe de hablarle la maestra al niño/a después de que el niño/a ha estado en el centro por un tiempo?

(1) solo en español

(2) solo en inglés

(3) en español e inglés

Var. 58. ¿Qué hace usted en el centro, o por el centro?
(P.57.)

(0) nada

(1) asistir a juntas de padres

(2) trabajo voluntario

(3) servir en el comité de consejos

(4) ayudar a construir o componer cosas

Var. 1. ¿Que tipo de relación debe de tener el padre (madre) con el
(P.58.) centro?

(1) ver que el niño/a vaya al centro

(2) aprender como criar y enseñar a su niño/a

(3) trabajar con el centro por su niño

(4) ambos (2) y (3) arriba

Vars. 59-63. No usados.

PRACTITIONER INTERVIEW INSTRUMENT

Var. 60. (Q.1.) Who is responsible for the daily care of the children in the center?

(1) director
(2) teacher
(3) aide
(4) total staff

Var. 1. (Q.2.) Who else helps with this responsibility?

(0) no one

(1) aide

(2) cook

(3) director

(4) volunteer/parent

(5) teacher

(6) housekeeper

Var. 2. (Q.3.) Not used.

Var. 3. (Q.4.) Are there any other kinds of staff members needed who are not available to the center?

(0) none

(1) cook

(2) nurse

(3) custodian

(4) housekeeper

(5) social worker

(6) program/curriculum specialist

(7) bus driver

(8) nutritionist

(9) psychologist

(10) volunteers

Var. 4. (Q.5.) Of the following, what is the most important characteristic for staff members?

(1) belong to same ethnic group as children

(2) have warm, loving personality

(3) be trained/experienced to teach children

DISCIPLINE

Var. 5. (Q.6.) If a child does something that pleases you, what do you do?

(0) nothing

(1) give hug, affectionate touch

(2) praise good behavior

(3) give tangible reward

(4) allow extra privileges

Var. 6. (Q.7.) If a child does something that you don't like, what do you do?

(0) do nothing

(1) distract

(2) redirect

(3) deprive of food

(4) discuss situation

(5) spank

(6) ignore

(7) model desired behavior

(8) deprive of privilege

(9) provide physical outlet for negative feelings

Var. 7. (Q.8.) What do you consider bad behavior in a child in a center?

(1) hurting others
(2) not following rules, directions
(3) not listening
(4) using bad words
(5) engaging in sex play
(6) not cooperating

FEEDING-EATING

Var. 8. (Q.9.) How are mealtimes handled in your center?

(1) family style serving

(2) children help serve/set table

(3) children often help prepare food

(4) as a relaxing, conversational time

(5) pre-determined portions served

Var. 9. (Q.10.) Do children have to eat everything that is served?

(1) yes
(2) no

Var. 10. (Q.11.) If yes, how is this done?

(0) not applicable

(1) children are encouraged to try food

(2) take away privileges if they don't

(3) arouse their interest in foods

(4) take away dessert if they don't

(5) teacher eats everything

(6) make child sit until finished

Var. 11. (Q.12.) Is food used to reward children at mealtimes or other times?

(1) yes
(2) no

Var. 12. (Q.13.) Is deprival of food used as punishment?

(1) yes
(2) no

Var. 13. What kind of feeding schedule do you have for babies?
(Q.14.)

(0) don't know or not applicable

(1) flexible schedule determined by babies' needs

(2) schedule determined by parent

(3) schedule determined by staff

Var. 14. How should the bottle be fed to babies?
(Q.15.)

(0) don't know or not applicable

(1) baby held while fed bottle

(2) bottle propped by baby

SLEEPING

Var. 15. Do all children participate in naptime?
(Q.16.)

(1) yes

(2) no

Var. 16. What is done if a child won't go to sleep or be quiet?
(Q.17.)

(0) nothing

(1) punish the child

(2) sit with child and pat

(3) play soft music

(4) tell or read story to child

(5) isolate child

(6) give child quiet activity to do

TOILET-TRAINING

Var. 17. (Q.18.) How do you handle toilet-training in this center?

(0) do not do it

(1) on a schedule

(2) watch for a signal from child

(3) cooperate with parents' suggestions

(4) give child toy or book when on potty

(5) instruct child clearly

(6) provide for child to observe other children

Var. 18. (Q.19.) How do you handle toilet accidents?

(1) leave wet clothes on child

(2) change child's clothes

(3) spank child

(4) encourage child to do better

(5) reprimand or scold child

Var. 19. (Q.20.) Who is responsible for handling the above?

(1) teacher

(2) aide

(3) teacher or aide

(4) director

(5) whoever is there when accident occurs

Var. 20. (Q.21.) How old are children when you start toilet-training?

(0) not applicable

(1) when child begins walking

(2) when child shows interest

(3) at 9 mos.

(4) at 12 mos.

(5) between 12 and 18 mos.

(6) between 18 and 24 mos.

(7) between 24 and 30 mos.

(8) between 30 and 36 mos.

Var. 21. (Q.22.) Do boys and girls use the bathroom together?

(1) yes
(2) no

Var. 22. (Q.23.) If no, why not?

(0) not applicable

(1) staff not comfortable about it

(2) parents don't approve

(3) not allowed in elementary school

(4) adults don't use bathroom together

(5) might provoke sex play

Vars. 23-36. (Q.24-37.) What are the three most important things your center does for children?

23. provides for physical needs

24. helps families with problems

25. develops self-concept

26. develops socialization skills

27. provides good educational program

Var. 23-36. What are the three most important things your center
(Q.24-37.) does for children? (continued)

28. builds positive child/adult relationship
29. develops language skills
30. provides good environment
31. prepares children for school
32. gives proper food
33. develops creativity, curiosity and cognition
34. promotes autonomy
35. models appropriate behavior
36. has good discipline

Var. 37. Of the following, what is the most important kind of
(Q.38.) activity you provide for children?

(1) academic
(2) creative
(3) physical

Var. 38. Of the following, what is more important for children
(Q.39.) to learn at your center?

(1) to get along with others
(2) cognitive skills
(3) to speak correct English
(4) to take care of self

Var. 39. Which of the following TV shows do the children watch
(Q.40.) at the center?

(0) not applicable
(1) none
(2) Sesame Street
(3) Mister Rogers Neighborhood
(4) Villa Alegre

Var. 39. (Q.40.) Which of the following TV shows do the children watch at the center? (continued)

(5) Electric Company

(6) Spanish TV shows

(7) Black culture TV shows

Var. 40. (Q.41.) How many hours a day do your children watch TV at the center?

(0) don't know or not applicable

(1) not more than one hour

(2) one to two hours

(3) two to three hours

(4) three to four hours

Var. 41. (Q.42.) Should the center teach about U. S. history, holidays, leaders, food, etc.?

(1) yes
(2) no

Var. 42. (Q.43.) Does the center teach about U. S. history, holidays, leaders, foods, etc.?

(1) yes
(2) no

Var. 43. (Q.44.) Should the center teach about Black history, holidays, leaders, foods, etc.?

(1) yes
(2) no

Var. 44. (Q.45.) Does the center teach about Black history, holidays, leaders, foods, etc.?

(1) yes
(2) no

Var. 45. (Q.46.) Should the center teach about Chicano history, holidays, leaders, foods, etc.?

(1) yes
(2) no

Var. 46. (Q.47.) Does the center teach about Chicano history, holidays, leaders, foods, etc.?

(1) yes
(2) no

Var. 47. (Q.48.) If a child comes to the center speaking only Spanish, how should the teacher talk with her/him when s/he first comes?

(1) speak only in English

(2) speak only in Spanish

(3) speak in English and Spanish

(4) other

Var. 48. (Q.49.) How should the teacher talk with the Spanish-speaking child after s/he has been at the center for some time?

(1) in English only

(2) in Spanish only

(3) in English and Spanish

(4) other

Var. 49. (Q.50.) How are parents involved in the center?

(0) in no way

(1) serve as volunteers

(2) serve on advisory board or parent council

(3) help make or repair things

(4) attend parent meetings

Var. 50. What is the relationship of parents to your center?
(Q.51.)

(1) parents are responsible only for getting children to center

(2) parents learn from us how to teach/rear their children

(3) parents work with the center for the benefit of children

(4) both (2) and (3) above

PROFESSIONAL INTERVIEW INSTRUMENT

STAFF-CHILD RELATIONSHIPS

Var. 1. (Q.1.) Who should be responsible for the daily care of children in the center?

(0) no one

(1) director

(2) teacher

(3) aide

(4) total staff

Vars. 2-10 (Q.2-10.) Are there other kinds of staff members who wouldn't have the responsibility of the daily care of children but who are essential to the center operation?

2. curriculum/program specialist
3. aides
4. cook
5. housekeeper/custodian
6. social worker
7. nurse
8. coordinator of parents/volunteers
9. bus driver
10. nutritionist

Var. 11. (Q. 11.) Which of the following characteristics is the most important for teachers?

(1) belong to same ethnic group as children

(2) loving, warm personality

(3) trained/experienced to teach children

DISCIPLINE

Var. 12. (Q.12.) If a child demonstrates acceptable behavior, what should the teacher do?

(0) do nothing

(1) give hug, affectionate touch

(2) allow extra privileges

(3) praise good behavior

(4) give tangible reward

Var. 13. (Q.13.) If a child demonstrates unacceptable behavior, what should the teacher do?

(0) nothing

(1) distract

(2) isolate

(3) redirect

(4) deprive of food

(5) discuss situation

(6) spank

(7) ignore

(8) model desired behavior

(9) deprive of privileges

(10) provide physical outlet for negative feelings

Var. 14. (Q.14.) What do you consider unacceptable behavior in a child in a center?

(1) hurting others

(2) not following rules, directions

(3) not listening

(4) using bad words

(5) engaging in sex play

(6) not cooperating

FEEDING-EATING

Var. 15. How should mealtimes be handled in a child care center?
(Q.15)

(1) family style serving

(2) children help serve/set table

(3) children often help prepare meals

(4) relaxing/conversational time

(5) pre-determined portions served

Var. 16. Should children have to eat everything that is served?
(Q.16.)

(1) yes
(2) no

Var. 17. If yes, how should this be done?
(Q.17.)

(0) not applicable

(1) children are encouraged to try food

(2) arouse their interest in food(s)

(3) make child sit until finished

(4) take away privileges if they don't

(5) model

(6) take away dessert if they don't

Var. 18. Should food be used to reward or punish children?
(Q.18.)

(1) only to reward

(2) only to punish

(3) both reward and punish

Var. 19. What kind of feeding schedules should the center have
(Q.19.) for babies?

(1) flexible schedule determined by baby's needs

(2) schedule determined by parent

(3) schedule determined by staff

Var. 20. How should bottles be fed to the babies?
(Q.20.)

(1) baby held while fed bottle

(2) bottle propped

SLEEPING

Var. 21. Should all children participate in naptime?
(Q.21.)

(1) yes
(2) no

Var. 22. What should a teacher do if a child will not go to sleep or be quiet?
(Q.22.)

(0) nothing

(1) punish

(2) sit with child and pat

(3) play soft music

(4) tell or read story to child

(5) isolate child

(6) give quiet activity to do

TOILET-TRAINING

Var. 23. How should toilet-training be handled in a child care center?
(Q.23.)

(1) on a schedule

(2) watch for a signal from child

(3) cooperate with parents' suggestions

(4) give child toy or book when on potty

(5) instruct child clearly

(6) provide for child to observe peer model

Var. 24. How do you handle toilet accidents?
(Q.24.)

(1) leave wet clothes on child

(2) change child's clothes

(3) encourage child to do better

(4) spank child

(5) reprimand/scold child

Var. 25. What staff member(s) should be responsible for this task?
(Q.25.)

(1) teacher

(2) aide

(3) teacher or aide

(4) director

(5) whoever is present when accident occurs

Var. 26. How old should children be when toilet-training is begun?
(Q.26.)

(1) when child begins walking

(2) when child shows interest

(3) 9 mos.

(4) 12 mos.

(5) 18 mos. to 24 mos.

(6) 24 mos. to 30 mos.

(7) 30 mos. to 36 mos.

Var. 27. Should boys and girls use the bathroom at the same time in a center?
(Q.27.)

(1) yes
(2) no

Var. 28. (Q.28.) If no, why?

(0) not applicable

(1) staff not comfortable about it

(2) parents don't approve

(3) not allowed in elementary school

(4) adults don't use bathroom together

(5) might provoke sex play

CENTER ACTIVITIES

Vars. 29-42 (Q.29-42) What are the three most important things a center should do for children?

29. provides for physical needs

30. helps families with problems

31. develops self-concept

32. develops socialization skills

33. provides good educational program

34. builds positive child/adult relationship

35. develops language skills

36. provides good environment

37. prepares children for school

38. gives proper food

39. develops creativity, curiosity and cognition

40. promotes autonomy

41. models appropriate behavior

42. teaches good discipline

Var. 43. (Q.43.) Of the following, what is the most important kind of activity a child care center should provide for children?

(1) academic
(2) creative
(3) physical

Var. 44. (Q.44.) Of the following what is most important for children to learn at a child care center?

(1) to get along with others

(2) cognitive skills

(3) to speak correct English

(4) to take care of self

Var. 45. (Q.45.) Should centers teach about United States history, holidays, leaders, food, etc.?

(1) yes
(2) no

Var. 46. (Q.46.) Should centers teach about Black history, holidays, leaders, food, etc.?

(1) yes
(2) no

Var. 47. (Q.47.) Should centers teach about Chicano history, holidays, leaders, food, etc.?

(1) yes
(2) no

Var. 48. (Q.48.) Which of the following TV shows should children watch at a center?

(1) none

(2) Sesame Street

(3) Mister Rogers Neighborhood

(4) Villa Alegre

(5) Electric Company

(6) Spanish TV shows

(7) Black culture TV shows

Var. 49. (Q.49.) How many hours a day do you think children should watch TV at a center?

(0) none
(1) not more than one hour
(2) one to two hours
(3) two to three hours
(4) three to four hours

Var. 50. (Q.50.) If a child comes to the center speaking only Spanish, how should the teacher talk with her/him when s/he first comes?

(1) speak only in English

(2) speak only in Spanish

(3) speak in English ans Spanish

(4) other

Var. 51. (Q.51.) How should the teacher talk with the Spanish-speaking child after s/he has been at the center for some time?

(1) in English only

(2) in Spanish only

(3) in English and Spanish

(4) other

Var. 52. (Q.52.) How should parents be involved in the center?

(0) not involved in any way

(1) do volunteer work

(2) serve on advisory board or parent council

(3) help make or repair things

(4) attend parent meetings

Var. 53. (Q.   ) What should parents' relationships be with the center?

(1) only to see that child goes to center

(2) to learn how to teach/rear their children

(3) to work with the center for the benefit of their children

(4) both (2) and (3) above

PS 007 055